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ABSTRACT

This document is a compendium of evaluations of 27 federally funded vocational education programs in the school district of Philadelphia, Pennsylvania as of the end of the fiscal year, June 30, 1978. Six projects which were scheduled but not implemented are briefly described. Twenty-four of the implemented projects were concerned directly with classroom or shop instruction, including three concerned with instruction of out-of-school youth and adults. Five projects were designed to serve the career needs of trainable and educable mentally handicapped students, socially handicapped, and the emotionally disturbed. Several projects emphasized individualized programs. Several projects were able to provide students with direct hands-on experiences. Some administrative problems associated with project implementation are mentioned. (Author/CTM)

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# EVALUATION OF CAREER EDUCATION PROJECTS 1977 - 1978

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September 1978
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# INTRODUCTION

This document is a compendium of evaluations of the federally-funded vocational education programs as of the end of the fiscal year, June 30, 1978. While this final report was to indicate program accomplishments for the entire funding year, October 1, 1977 to June 30, 1978, it is appropriate to describe first certain events which took place this year, especially as they affected program starting dates.

Because of a change in funding year appropriations from July 1 to October 1, delays caused by a school district requirement to sign contracts of committment to state officials, and a school board policy which prevented the hiring of personnel other than per diem substitutes after an extended freeze on all hiring had been in effect, no project was officially funded until March 1, 1978. Many of them did not get underway until early May.

Therefore, some few projects did not operate and many did not operate in the manner called for in their proposals. Examination of the research questions will clarify the differences between the manner in which the projects actually operated and the intentions stated in their proposals. In general, direct instruction to students was either carried out for a much shorter period of time than had been anticipated, or was substituted for by such things as curriculum selection, providing ancillary services to students, or other efforts on behalf of students on a more modest scale, due to limitations in time and personnel.

While efforts were made to implement some programs prior to the official funding date, this was accomplished only in cases where projects continued from previous years and qualified personnel were available to provide assistance.

Thirty-three career education projects were scheduled to operate this year. Of these thirty-three, six were unable to function. Of the remainder, 24 were concerned directly with classroom or shop instruction; four of these 24 contained an additional component of on-the-job instruction and compensation, a feature which enabled some disadvantaged students to remain in school. Of the remaining three projects, each had a different emphasis. Thirty-one counselors in secondary schools throughout the city made on-site visits to a variety of business and industrial sites as part of a staff development program intended to help them provide their students with better guidance relating to such areas as job requirements, employment opportunities, job practices, and labor market trends. The second program, implementation of Youth Organizations, was designed to provide vocational students with organized means of developing leadership potential through membership in youth organizations in other respective career areas. Because of late funding, the project was limited to identifying participating schools and personnel for youth organization, providing staff development for these sponsors, recruiting students for organization membership, and planning activities for students for the fall, 1978 school year. The third project involved the final revision, publication, and dissemination of new curriculum guides in Home Economics. Secondary school teachers in this area engaged in staff development activities designed to expedite the introduction of the new guides in their classrooms in the fall of 1978.

The twenty-four projects directly concerned with classroom or shop instruction covered a wide range of subject areas and served various types of students and adults.

Three programs were concerned with instruction of out-of-school youth and adults. The John F. Kennedy Area-Vocational Technical School trained a total of 885 students during the year in 13 different vocational areas. The Adult Vocational Program consisted of three phases: portions of the Standard

Evening High School Program, apprenticeship programs, and after hours training programs at United States Government sites. A total of 5886 adults at thirteen sites were served by this program. The third program, the Adult Education Resource Center provided instruction and hands-on experiences to parents and other adults in the Kinsey School community in home economics skills and consumerism.

Ten projects were designed to serve the career needs of special education students. Of these ten, five were unable to function. Since five of the six projects unable to function during this current school year were in the area of special education, it should be noted that four of these five were new, requiring the hiring of newly-appointed personnel. Problems in that area were cited earlier. The fifth project encountered special equipment purchasing problems which rendered its implementation impossible for the current year.

Of those five projects which were able to serve the needs of special education students, two programs provided specifically for the training of educable mentally retarded students, two were designed for trainable mentally retarded, and one was designed to assist socially and emotionally disturbed students obtain specialized vocational training in restaurant practice courses.

Among the other projects devoted to direct instruction were several which emphasized individualized programs. The Word Processing Laboratory, despite the late start, was able to install all equipment and provide all of the software necessary to implement this program in the fall, 1978 term. Delays in hiring also limited full program implementation in the project designed to explore family roles in parenting education, the Itinerant Vocational Education Remediation Project for Disadvantaged Students, and implementation of PIVOT at the Swenson Skills Center. Among the projects which were fully operational was the implementation of AV Self-Paced Delivery System for Disadvantaged Students in T&I areas. Teachers and teacher aides were provided with

sound-on-slide and other instructional materials and worked with students experiencing difficulties in the regular classroom setting. In the installation of Individualized Competency Based Instruction for Disadvantaged Students Identified as Potential Dropouts, individualized instruction and counseling was provided to students who had been identified as potential dropouts on the bases of failing grades, absenteeism, and/or Low California Achievement Test reading and math scores. Additionally, a project was established at the Randolph Skills Center where, utilizing the computer, students could receive an individualized instructional program based upon previous attainments, abilities and skills. In the Vocational Education Instructional Support Project, students with special needs were provided with special audio-visual aids to help them better understand vocational curricula.

Several projects, despite a very late start, were able to provide students with direct hands-on experiences; in many cases with accompanying skill development and/or refinement at public or private sector job sites. Twenty-seven students from schools in the South Philadelphia area were given medical laboratory experiences in Jefferson Hospital laboratories and clinics, as well as classroom instruction and tutoring, independent field study and field trips. Students enrolled in the Craft Interns Project were placed at federal and non-profit sites on jobs with craft supervisors performing work related to their vocational curricula in school. The Olney O.J.T. Warehousing Program continued to provide on-site work experiences with compensation to 66 Olney High School seniors. Cooperative Diversified Occupations for Disadvantaged Students provided traditional job placement services and related job preparation instruction to students, and it is hoped that the project as envisioned will have sufficient time within the next school year to operate as planned.

Home Economics projects were varied in content, but all succeeded in attaining their objectives. Although the course was not launched in time due

to funding delays, the curriculum for a new course in parenting education was devised. Projects dealing with home economics instruction for pregnant students and the Kinsey Elementary School pupils and Kinsey community adults continued to achieve their goals, as in years past. Even the Home Economics program for retarded trainables, in spite of equipment deficiencies, succeeded in providing a meaningful training experience to retarded trainable students.

In sum, this has been a most difficult year for career education programs. Only after innumerable delays and disappointments were many of the programs able to operate at all. During no previous year were so many of the programs unable to function, or forced to function with goals far more modest than had been originally planned.

ADULT EDUCATION RESOURCE CENTER

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION: Kinsey Elementary School

NUMBER OF STUDENTS SERVED: 500

BUDGET: $32,901.09

PROPOSAL NUMBER: 91-8084

CATEGORY: Consumer and Homemaking, Section 150

## PROJECT DESCRIPTION

A Home Economics teacher, assisted by a paraprofessional, provided instruction and hands-on experiences in sewing and consumerism to parents and other adults in the Kinsey School community. In addition to the adult component, other periods of time were set aside to enable all the students of the Kinsey Elementary School (on whose grounds the mobile unit containing the Home Economics facilities was located) to receive instruction in cooking and nutrition. Students attended classes on a weekly basis for one semester.

## PROJECT HISTORY

The current school year was the third during which this project functioned at its original Kinsey Elementary School site. Project objectives were attained during its first two years of operation, with participating adults, school officials, and teachers strongly supportive of the program.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual and of the family.
2. To provide opportunities for the parents of elementary school children to share in homemaking and family living experiences, thereby encouraging the development of family living skills.
3. To strengthen the relationship between the home and the school by providing activities which involve coordination of school programs with parent support and participation, through home economics projects.

4. To explore and use resources which enable parents to become aware of alternative sources which provide help in seeking solutions to family problems.

PROJECT IMPLEMENTATION

During the 1977-1978 school year the Adult Education Resource Center was observed on five occasions. During most of these visits, adults were observed working on individual sewing projects. Several had been accompanied by their infant children who amused themselves in a small adjoining room playing with toys or looking at children's books. Both the teacher and the paraprofessional appeared very helpful and assisted the adults who were making clothing. Adult participation during the visits never numbered more than five individuals, but the Home Economics teacher stated that there existed a small but very loyal group of adults who consistently made use of the mobile unit's personnel and facilities. On one occasion a class of 29 fourth graders, accompanied by their teacher, was observed making pizza. As in previous years' observations, the teacher insisted that all students participate in the hands-on activities. Although the mobile unit was somewhat cramped, nonetheless, the project was a success. All students were involved in the process, and appeared interested. The only real criticism of this project related to the year-long failure on the part of the Kinsey Elementary School administrative staff and the Home Economics project management to have the roof of the mobile unit repaired. In spite of requests from the mobile unit personnel as well as the evaluator to solve this problem, nothing was done. Several severe leaks in the roof had already caused damage to the unit's interior, as well as being a cause of discomfort and annoyance to the project's staff and participating adults and students.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many participants availed themselves of the activities sponsored by the project?

Attendance records were maintained by the Home Economist between October, 1977 and May, 1978. Table I indicates by month the total numbers

of adults and students who participated in the program. These numbers are based on daily attendance figures maintained by the project staff.

Table I

Monthly Attendance Figures as Totaled by the Adult Education Resource Center Home Economist

| Month | Adults | Pupils |
|---|---|---|
| October | 117 | 1466 |
| November | 117 | 1612 |
| December | 83 | 1192 |
| January | 65 | 1111 |
| February | 68 | 1084 |
| March | 81 | 1267 |
| April | 84 | 1018 |
| May | 134 | 1278 |

When the above totals for the six month period of November through April inclusive of this school year are compared with last year's figures, the number of student class visits during the six month period this year (7284) displays a slight decline over last year's figure (7653). In the area of adult participation this project likewise experienced a decline. During the six month period of the current school year adults voluntarily visited the mobile unit on 498 occasions, as opposed to 652 during the same period of time last year.

2. How did the project activities emphasize good nutrition and consumerism?

Adult participants in this project displayed little or no interest in discussions relating to nutrition and consumerism. Early in the year it became evident that the adults were eager to improve their sewing skills and complete clothing projects. Various handouts were made available to the participants.

Each of the semester courses for the students, on the other hand, placed special emphasis on the topics of nutrition and consumerism. While mastering some basic cooking skills, students received instruction in these two areas whenever the topics were appropriate to an activity. Most dishes prepared by

the youngsters were of a simple nature, but the skills of reading a recipe and following instructions was the type of learning experience stressed. Students were repeatedly urged to eat nutritionally balanced meals.

3. What were the reactions of the Kinsey Elementary School principal and teachers to the project?

4. In the opinion of the Kinsey Elementary School principal and teachers, what activities were provided that strengthened the relationship between home and school?

In April, 1978, questionnaires dealing with the aforementioned questions were completed by the principal and seven staff members. Without exception, all indicated total satisfaction with the Adult Education Resource Center. The teachers felt that the pupils were learning interesting and useful material. The classes were felt to be valuable and well organized. As for strengthening the home-school relationship, the principal noted that parents had been invited to join their children on the days when classes met, and several became interested in the adult component of the project directly as a result of learning about it from their children. Like the teachers, he felt that the project was very helpful to the Kinsey students and adult community.

ATTAINMENT OF OBJECTIVES

The objectives of this program were attained. The relationship between home and school was enhanced as a result of the project activities made available during the current school year to the students and adults of the Kinsey School community. Those acquainted with the Adult Education Resource Center continued to maintain a high regard for the staff and its efforts.

CONCLUSIONS AND RECOMMENDATIONS

The 1978-1979 school year will be the fourth that this project will have been located at the Kinsey Elementary School. In spite of the success of the Adult Education Resource Center in attaining its proposal objectives, the question remains as to why another elementary school and community should not be given the same opportunity to avail itself of the type of beneficial

experiences thus far provided solely to Kinsey. This is particularly difficult to understand in light of the fact that the Home Economics facilities are housed in a mobile unit designed for re-location from site to site. Of more immediate concern, however, is the deteriorating condition of the mobile unit's roof. The Home Economics administrative staff is strongly urged to expedite the proper repair of the roof, which has been leaking since the summer of 1977.

## ADULT VOCATIONAL EDUCATION

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Jeffery O. Jones

LOCATIONS: Standard Evening Program - Franklin, King, Northeast, South Philadelphia and West Philadelphia Standard Evening High Schools; School for Exceptional Adults at Girls' High School

Apprenticeship Training Program - Operating Engineers Program at Girls' High School; Carpenters Program at Mastbaum AVTS; Day and Evening Apprenticeship Programs at Kennedy and Dobbins AVTS

After Hours Program - Aviation Supply Office; Navy Yard; Defense Supply Agency; SEPTA Program at Randolph Skills Center

NUMBER OF STUDENTS SERVED: 5886

BUDGET: $64,390.00

PROPOSAL NUMBER: 73-8138

CATEGORY: Post-Secondary and Adult, Section 110C

### PROJECT DESCRIPTION

This project consisted of three programs: the Standard Evening Program which was located in six schools; the Apprenticeship Training Program which functioned in four locations; and the After Hours Program which was conducted at four sites. The purpose of the three programs was to provide vocational training to out-of-school youth and adults to enable them to acquire the skills necessary to become employable, or to upgrade their present skills.

### PROJECT HISTORY

The current school year was the third during which this project received funding. During its first year of operation, the Adult Vocational Education Program had an enrollment of 8261 students. Last year's program served a total of 6340 individuals enrolled in approximately 35 subject areas.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Instruction is to be provided in various areas of vocational training in classrooms located in standard evening high schools, area vocational technical schools, and government facilities.

2. Classes are to be established in accordance with student need, with student population to be approximately 6000, and the total number of course offerings to be approximately 50.

PROJECT IMPLEMENTATION

This year's project commenced in late September, 1977. Between March 15 and May 22, 1978, the evaluator conducted observations at all five standard evening high school locations, as well as at the School for Exceptional Adults located at Girls' High School. In addition, visits were made to the Operating Engineers and SEPTA programs. Observations generally lasted two hours in length, and involved visiting as many classes as time permitted. Attendance fluctuated greatly among the various classes observed, with some classes having as low as 20%, others as high as 80%, of the pupils on roll in actual attendance.

Students generally appeared interested in the various classroom activities taking place. It was in the area of facilities, however, that certain disparities were evident. Most teachers and administrators interviewed felt that equipment was adequate and reasonably well maintained. At Franklin Standard Evening High School, however, the tailoring instructor termed the sewing machines "obsolete," and therefore of limited value in increasing the students' marketable skills. At King Standard Evening High School, the chairman of the business education department pointed out the extensive jumble of dangling extension cords needed to supply electricity for one room's typewriters. The worst situation, equipment-wise, was discovered in the auto shop at South Philadelphia Standard Evening High School. The facility had no tools or equipment in proper working order. The shop was very dirty and littered with junk. The instructor and principal alleged that day-time rowdyism had so ravaged the facility that the instructor found it necessary to bring his own tools and equipment for use by

his adult students. The evening high school principal was aware of this deplorable situation, but his efforts to remedy the causes had thus far proven unsuccessful. This matter was reported to the office of the project manager.

EVALUATION PLAN: QUESTION ANSWERED

1. How many adults were enrolled in the standard evening high school, apprenticeship training, and after hours program classes provided by this project?

Table I indicates the student enrollment figures, by location, as reported by the Division of School Extension of the School District of Philadelphia.

Table I

Total Enrollment Figures of the Adult Education Program (1977-1978)

| | |
|---|---|
| **Standard Evening Program** | |
| West Philadelphia Standard Evening High School | 1278 |
| South Philadelphia Standard Evening High School | 1120 |
| Northeast Standard Evening High School | 742 |
| Franklin Standard Evening High School | 634 |
| Martin Luther King Standard Evening High School | 203 |
| School for Exceptional Adults (Girls' High School) | + 94 |
| Total: | 4071 |
| **Apprenticeship Training Program** | |
| Carpenters (Mastbaum Area Vocational Technical School) | 497 |
| Dobbins Area Vocational Technical School (Evening) | 341 |
| Operating Engineers (Girls' High School) | 49 |
| Welders (Kennedy Area Vocational Technical School) | 16 |
| Painters (Kennedy Area Vocational Technical School) | + 12 |
| Total: | 915 |
| **After Hours Program** | |
| Aviation Supply Office | 476 |
| Navy Yard | 210 |
| SEPTA (Randolph Skills Center) | 184 |
| Defense Supply Agency | + 30 |
| Total: | 900 |

2. What vocational courses were offered to participating students?

The courses that were taught to students enrolled in the Standard Evening Program, the Apprenticeship Training Program, and the After Hours Program, are listed in Table II.

Table II

Vocational Courses Provided to Participating Students in the Adult Vocational Education Program

| Standard Evening Program | Apprenticeship Training Program | After Hours Program |
|---|---|---|
| Accounting | Automatic Controls | Air Conditioning |
| Auto Mechanics | Carpentry | Auto Mechanics |
| Bookkeeping | Computer Programmer | Business Education |
| Business Education | Dental Assistant | Carpentry |
| Clothing Mgt., Prod., Serv. | Electricity | Computer Programmer |
| Clothing/Textiles | Floor Covering Installation | Electricity/Electronics |
| Distributive Education | Health | English/Related |
| Drafting | Heavy Equipment, Construction | Masonry |
| Dressmaking | Machine Related Instruction | Math/Related |
| Electronics | Machine Shop | Plumbing |
| Family Relations | Medical Lab Technology | Secretarial/Steno |
| Foods/Nutrition | Millwork/Cabinet Making | Supervision/Management |
| General Clerical | Millwright | Typing/Related Subject |
| Machine Shop Practice | Painting/Decorating | Welding |
| Millwork/Cabinet Making | Plumbing | |
| Office Practices | Radiology Technology | |
| Power Sewing | Sheet Metal | |
| Secretarial/Steno | Trade/Industrial | |
| Stenographer/Court | Welding | |
| Stenographer/General | Woodworking | |
| Tailoring | | |
| Typing/Related Subject | | |
| Upholstering | | |

## ATTAINMENT OF OBJECTIVES

According to records provided by the Division of School Extension of the School District of Philadelphia, 5886 adults were enrolled in a wide variety of courses offered by the Adult Vocational Education Program. The objectives of this program, as generalized in its proposal, were therefore attained.

## CONCLUSIONS AND RECOMMENDATIONS

Project management is urged to consider the following recommendations:

1. Efforts should be made by representatives of the Division of School Extension through frequent, on-site inspections to determine whether facilities at the various project locations are adequate for instruction.

In those locations where repeated attempts to improve and maintain classroom facilities have been met with failure due to extenuating circumstances, and the current equipment needs are deemed hopelessly deficient, course offerings should be eliminated.

2. Class sections, in which regular attendance drops below a realistic level of student participation, should either be eliminated, or, where possible, merged with other class sections of the same course offerings. On one occasion, the evaluator counted 13 of 31 enrollees attending one Typing I class, while in an adjoining room 6 of 25 enrollees were in attendance in a second Typing I class. On another visit 4 pupils were counted in an Office Practice class whose official enrollment was 24. Such situations appear questionable from both an economic and an academic point of view.

BI-LINGUAL TEACHER-TUTOR, EMR OCCUPATIONAL TRAINEES - S.A. DOUGLAS SCHOOL

PROJECT AREA: All Fields

PERSONRESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATION/S: S.A. Douglas School

NUMBER OF STUDENTS SERVED: 100

BUDGET: $ 19,396.00

PROPOSAL NUMBER: 76-8037

CATEGORY: Handicapped - Section 110A

PROJECT DESCRIPTION

This project provided Spanish-speaking educable mentally retarded (EMR) students with the services of a bi-lingual teacher-tutor. Services were available for Spanish speaking students who were rotated within the 6 occupational areas of the S.A. Douglas Occupational School facility. The occupational areas were Food Service, Power Sewing, Hospital Practice, Wood Shop, Laundry and Dry Cleaning, and Business Workshop. The project was designed to improve vocabulary and the mastery of English usage in vocational areas needed for job placement.

PROJECT HISTORY

This was the third year of the project. The evaluator for the 1975-76 year reported that the project met its objectives and successfully aided Spanish-speaking students in pursuing their vocational goals. The 1976-77 evaluation concluded that the project was again successful and provided a valuable service to Spanish-speaking students, as well as to their parents.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide bi-lingual assistance to all six vocational craft instructors having Spanish-speaking students enrolled in their shops. This tutorial instruction will be given at least one hour a day for each of five vocational areas.

2. To prepare up to 100 Hispanic EMR students for the needs of the working world and for job placement.

3. To provide job placements for 25% of Spanish-speaking EMR students in private or government sector. All students employed will be compensated at an hourly rate at least equal to the Federal minimum hourly wage in effect.

4. To provide necessary parent conferences or home visits by a Spanish-speaking professional in 100% of instances where assistance is requested from the parents or guardians.

PROJECT IMPLEMENTATION

Students spent one period a day with the tutor twice a week. Sessions were individual and sometimes group depending on the needs of students. The tutoring emphasis was based upon the individual needs of students. Students were assisted in [illegible] hunting skills, basic mathematics, basic language arts, [illegible] payroll deductions. Students were tested to assess student needs [illegible] objectives were set up for each student.

The tutor used various materials in tutoring students: work books, specially prepared work sheets, reading books, magazines, newspapers, and other teaching materials. The tutor was also involved in assisting the principal, guidance counselors, and nurse in communicating with Spanish-speaking parents. The tutor served as a translator during conferences, wrote letters, and talked to parents by telephone.

EVALUATION PLAN: QUESTIONS ANSWERED

1. In what subject areas and with how many instructors did the tutor work during the year?

The tutor worked with students in a total of seven different subject areas during the year, representing five of the school's occupational areas. The tutor worked with one instructor from each subject area. The five occupational areas, subjects taught in each, and the number of Spanish-speaking students tutored in each subject are shown in Table I.

Table I

Occupational Areas, Subjects, and Number of Spanish-Speaking Student Tutored in Each Subject at Douglas School

| Occupational Area | Subject(s) | Number of Spanish Speaking Students Tutored in Each Subject |
|---|---|---|
| Wood Shop | Wood Shop | 7 |
| Power Sewing | Power Sewing | 2 |
| | Clothing | 7 |
| Restaurant Practice | Restaurant Practice | 1 |
| | Foods (Cooking) | 7 |
| Business Workshop | Typing - Clerical | 1 |
| Laundry and Dry Cleaning | Laundry and Dry Cleaning | 1 |
| | Total | 26 |

2. Did the bi-lingual tutor expose Spanish-speaking students to ideas and concepts of industry and employment?

Industry and employment concepts were taught to students after they had demonstrated the ability to handle basic mathematics and language arts skills. The students were taught how to read the classified section of the newspaper to determine what types of jobs were available. Through filmstrips used in individual settings, they learned when and how to apply for a job, and what to expect from a job interview. Students also learned how to read a pay check to determine how much they made before and after taxes (federal, state, and local) and other deductions (social security, etc.) were made. Students were exposed to industry concepts through vocabulary building, specially prepared materials, and filmstrips. EMR students who did not receive industry concepts were tutored in basic mathematics and reading skills. As they progressed and their basic skills improved, industry concepts and ideas were introduced.

3. What percentage of Spanish-speaking population enrolled in vocational courses were served by the bi-lingual tutor?

There were 61 Spanish-speaking students enrolled in vocational courses at the S.A. Douglas School. Twenty-six of these students, as shown in Table I, were scheduled for tutoring by the bi-lingual tutor each week. These 26 students comprised 43 percent of the Spanish-speaking population enrolled in vocational courses.

4. What activities did the tutor engage in with parents during the year?

During the year the tutor served as a translator for the principal, guidance counsellors, job coordinator, and school nurse for meetings with Spanish-speaking parents at school. The tutor interpreted phone calls for parents calling the school, made phone calls to parents, translated letters into Spanish, and made some home visits.

5. What percentage of students who received tutoring were placed in jobs by the end of the year?

Of the students receiving service from the tutor, 30 percent were placed in jobs by the end of the 1977-78 school year.

This year students were placed in positions as file clerks, nurses' aides, cafeteria aides, power sewing machine operators, factory production workers, and laundry workers (pressers, sorters, and washers).

ATTAINMENT OF OBJECTIVES

The objectives for this project were attained. The tutor provided assistance to all vocational shops. Educable mentally retarded Spanish-speaking students were tutored in basic skills and employment and vocational concepts. Students were assisted with job names, classified ads, payroll procedures, arithmatic, spelling, reading, and vocabulary. Further assistance was given in parent conferences when needed, and job placement was provided for 30 percent of the students tutored.

## CONCLUSIONS AND RECOMMENDATIONS

The project provided valuable assistance to educable mentally retarded students, and their parents at the S.A. Douglas School. No recommendations are in order.

## CATTO MINI VOCATIONAL SCHOOL PROGRAM

PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATION/S: Catto Mini Vocational School

NUMBER OF STUDENTS SERVED: 76

BUDGET: $35,986.00

PROPOSAL NUMBER: 76-8035

CATEGORY: Handicapped, Subpart 2 - Section 110A

### PROJECT DESCRIPTION

This project was designed to provide socially and emotionally disturbed students (S.E.D.), who had been unable to adjust to a regular school program, with specialized vocational training in restaurant practice courses. Students selected for the program had been identified by state certified school psychologists and board-certified or approved psychiatrists. Students sent to the Catto Mini-Vocational School received individualized instruction along with other special help in the development of basic job related skills, attitudes, and understandings of techniques used in job-seeking and job interviews. Remedial work was provided in handwriting, spelling, and oral communications through job-related activities and exercises. In addition, a job placement coordinator conducted pre-employment and on-going job counselling sessions, as well as provided students with employment opportunities through the Neighborhood Youth Corps and private industry.

### PROJECT HISTORY

The project was in its third year of operation. Results from both the 1975-1976 evaluation and the 1976-1977 evaluation indicated that the project objectives were achieved. Socially and emotionally disturbed students received job-related and remedial skills through the restaurant practice course.

Individualized job counseling sessions which were designed to assist students in preparing and adjusting to work experiences, were conducted by the job placement coordinator.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To help all Catto students above the age of 16 years to develop basic job-related skills, attitudes and understandings.

2. To use the school's six shops and their related functional education classrooms as laboratories or skills centers in which simulated work experiences can be shared, examined and analyzed.

3. To provide remedial work for all S.E.D. students, in basic handwriting, arithmetic, spelling and oral communications through job-related exercises and activities.

4. To provide experiences for up to 100 students designed to develop a knowledge and understanding of techniques used in job-seeking, employment testing and job interview.

5. To teach up to 100 youth the laws relating to employment of youth, including regulations as to age, hours of employment, wages, type of employment, etc.

6. To place into part-time employment in the private or government sector, up to 60 S.E.D. students. All working students will be paid at an hourly rate at least equal to the Federal minimum wage in effect.

PROJECT IMPLEMENTATION

Special students with social and emotional problems received vocational-technical training in restaurant practice skills and academic training which included materials related to restaurant practice. Students were taught how to prepare various foods, place food orders, set tables, and place equipment repair orders. Current health regulations were also taught.

Individual pre-employment and on-going job counseling sessions were conducted by the job coordinator. Students were counseled on work habits and attitudes. The job coordinator constantly sought employment opportunities for students. After students demonstrated a desire to work, along with good attendance, they were placed by the job coordinator in part-time jobs under the Neighborhood Youth Corps (NYC) program as teachers' aides, preparing school breakfasts and/or

performing other duties. After demonstrating the ability to handle these work responsibilities, students were placed in a restaurant practice course for training and observation. As soon as students had developed enough proficiency in restaurant practice skills, along with good work habits and attendance, they were then placed in entry level positions in private industry.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were trained by this project?

A review of project records showed that 76 students were trained by the program.

2. How many students from the restaurant practice course were placed in outside jobs by the job coordinator?

A review of job placement records showed that 42 students were placed in full or part-time positions in private industry or in Neighborhood Youth Corps sponsored programs.

3. What information did the job coordinator communicate to students during pre-employment counseling sessions that would assist them in acquiring and keeping a job?

Counseling by the job coordinator was done on an individual basis. Before students were placed on jobs, the job coordinator counseled students on work habits, attitudes, employer relations, and how to get work-related papers in order. Parents were invited to attend the initial student interviews to learn about the program and the responsibilities both students and parents were to take toward the program. Students had been initially screened by teachers to determine their goals and interests. Six month and long-term objectives were then drawn up by teachers in conjunction with the job coordinator. The job coordinator counseled students with excessive absences in order to resolve any foreseeable problems students might have with school, home, or job, in order to give students further incentives to stay in school. Students received on-going individual counseling concerning their progress, utilizing feedback from teachers

and employers. The job coordinator was in contact with employers concerning student progress and work habits.

4. Did the restaurant practice course expose students to the skills needed for entry level jobs in the food service industry?

Students were exposed to the different facets of restaurant practice and academic training. The academic courses and materials were geared toward restaurant practice. Students had to demonstrate abilities in all areas through written and practical examinations. Math, reading, and vocabulary were centered around usage in restaurant practice. Students were taught how to prepare various foods, place food orders, set tables, and place equipment repair orders. Students were also taught current health and employment regulations, as well as the manner in which tax forms were to be completed.

ATTAINMENT OF OBJECTIVES

The project objectives were achieved. The project provided students with the opportunity to develop basic skills, attitudes, and understandings that would prepare them to adjust to job experiences. Students received remedial work in basic handwriting, arithmetic, spelling and oral communications through job related experiences and academic materials related to restaurant practice. The job coordinator instructed students in techniques used in job-seeking, employment testing and job interviews. Students were placed in part-time entry level positions related to restaurant practice in private industry and the Neighborhood Youth Corps.

CONCLUSIONS AND RECOMMENDATIONS

The project was successful this year in achieving all of its objectives. Students unable to adjust in a regular school program were provided with restaurant practice skills to enable them to make a transition into marketable employment. No recommendations appear in order at this time.

## CONSUMER AND HOMEMAKING EDUCATION FOR RETARDED TRAINABLES

PROJECT AREA: Special Education and Home Economics

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATIONS: Full Time - J.E. Hill School and L.P. Hill School
Part Time - Douglas, Sullivan, and Poe Elementary Schools

NUMBER OF STUDENTS SERVED: 400

BUDGET: $ 62,576.43

PROPOSAL NUMBER: 91-8081

CATEGORY: Consumer and Homemaking, Section 150

### PROJECT DESCRIPTION

This project provided instruction to retarded trainable students in such areas as crafts, cooking, personal care, and nutrition. Emphasis in classroom instruction was placed on helping the students become more self-sufficient. This year's program was designed to have full-time teachers assigned to two schools, and an itinerant teacher providing instruction in three elementary schools on a part-time basis.

### PROJECT HISTORY

This project was initiated in 1969. Over the years, the objectives have remained fairly consistent in nature, and have been generally attained. A skills checklist identifying six major areas of instruction was devised to assess student achievement during the 1974-1975 school year. Its usage by instructors, however, has since been discontinued due to the time-consuming requirement of the activity.

### PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of multi-handicapped.
2. To help retarded trainable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded trainable students develop the skills which will make them eligible for additional training for employment in sheltered workshops.

## PROJECT IMPLEMENTATION

The Consumer and Homemaking Education for Retarded Trainables program got underway in September, 1977 at the two full-time centers. Due to difficulties in securing a staff member, however, it was not implemented at the three part-time centers until April, 1978. By the conclusion of the school year, two observations had been conducted by the evaluator at each of the two full-time centers, but none at the part-time facilities.

## EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

As of June 1, 1978, there were 192 students enrolled in the program at the J.E. Hill School, 70 at the L.P. Hill School, and a total of 82 pupils at the three part-time sites. Total student participants in the program, therefore, numbered 344.

2. What deficiencies, if any, in classroom facilities were cited by program instructors?

At the J.E. Hill School the facilities were deemed more than adequate by the instructor and the evaluator. The classroom was fully equipped with modern kitchen appliances and large work tables. The room was clean and cheerful, and, in spite of the relative brevity of class periods, the instructor was able to provide training in various crafts and cooking. The situation at the L.P. Hill School, on the other hand, was critical. An experienced teacher did her best to provide home economics instruction to retarded trainable youngsters in a room that had no stove, no refrigerator, and no sink. Through the skillful use of a utility table, a hot plate, and an electric fry skillet, as well as preparing things in advance in her own home and carrying them to school, she was still able to provide meaningful and interesting hands-on learning activities to her students. Facilities at the part-time centers were not inspected.

3. In what classroom activities were participating students engaged?

On the first visit to the J.E. Hill School the retarded youngsters were observed constructing and sewing jewelry boxes for Mother's Day gifts. On returning to the school two months later the evaluator observed another class of students assisting the teacher in preparing vanilla pudding. On both occasions the teacher displayed enthusiasm about, and the students a high degree of interest in, the learning activities. In spite of the aforementioned lack of kitchen facilities, the first observation at the L.P. Hill School revealed the students helping the teacher in the preparation of a cake. The students appeared to be very retarded, and the teacher and the aide displayed a great deal of patience in working with the children. On the second visit another class of students was observed decorating fruit juice containers with adhesive paper. Following this craft activity, the pupils and teacher prepared their luncheon meal of pizza and a beverage. On both occasions the pupils appeared interested and were well-behaved.

ATTAINMENT OF OBJECTIVES

In spite of the poor kitchen facilities at the L.P. Hill School, project objectives were attained. Staff members observed appeared dedicated to providing the retarded trainable youngsters with the type of learning activities which may assist them one day to become self-sufficient in the home setting.

CONCLUSIONS AND RECOMMENDATIONS

Although project management was made fully aware of the situation at the school and have expressed concern about it, the Home Economics administrative staff is again urged to do all possible to expedite the installation of necessary kitchen facilities at the L.P. Hill School at the earliest possible date.

## CONSUMER AND HOMEMAKING EDUCATION IN CONTINUING EDUCATION CENTERS

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATIONS: Central and South Philadelphia Center, Germantown Center, North Philadelphia Center, and West Philadelphia Center

NUMBER OF STUDENTS SERVED: 342

BUDGET: $31,310.46

PROPOSAL NUMBER: 91-8078

CATEGORY: Consumer and Homemaking, Section 150

### PROJECT DESCRIPTION

A Home Economics teacher provided instruction to pregnant teenagers, enrolled in Philadelphia schools, who attended any one of four continuing education centers. Among the main topics of instruction that formed the curriculum of this project were nutrition, consumerism, personal hygiene, child psychology, and the pre- and post-natal care of infants.

### PROJECT HISTORY

Beginning with one staff member during the 1971-1972 school year, this project initially experienced continuous expansion. By 1975, its staff had increased to three teachers who provided instruction at six different locations. This pattern, however, began to reverse itself as more pregnant students opted to remain in their "home" schools, rather than enroll at continuing education centers. Although during the current school year the number of centers remained at the 1976-1977 figure of four, the staff of this project was reduced from three instructors to one.

### PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

a. To provide teenagers with instruction and experiences in child care, nutrition, management, consumer education and personal care and grooming.

b. The following objectives are not measureable:

1. To help the pregnant teenager to learn to cope with the

responsibilities and problems involved in being parent, student and family member.

2. To make the teenager aware of her responsibilities in meeting the growth and developmental needs of her child.

3. To encourage the teenage parent to become aware of and to effectively use opportunities for developing management skills.

4. To encourage the teenage parent to continue with schooling.

PROJECT IMPLEMENTATION

During the school year one observation was conducted at each of the four project sites. Facilities at the various locations were adequate, in the opinion of the staff member. Classrooms were large and pleasantly decorated. The observations revealed that the teacher, because she was at each center only once a week, had devised an individualized approach to the instructional program. By creating and serializing individualized learning packets, the staff member was able to assign the completion of various materials to the students, regardless of when they had entered into the program. Some packets could be omitted so that a student with only one month in the program prior to delivery was able to obtain essential instruction in a variety of topics. In addition, students at one center were able to complete such assignments while the teacher was at another center since collections of the learning packets were housed in each of the project locations. This individualized instruction continued even when the teacher was present. Students were observed working on such individual projects as menu preparation, toy construction, and sewing. All appeared interested in the classroom activities.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

According to records maintained by the Division of Pupil Personnel and Counseling of the School District of Philadelphia, 342 pregnant students were enrolled in the Consumer and Homemaking Education class sometime during the 1977-1978 school year.

2. In what general activities were the enrolled students engaged during classroom sessions?

In addition to the instruction provided by the aforementioned individualized learning packets, the teacher did instruct the students as a group on occasion. During one observation, following the viewing of a filmstrip about early infancy, the teacher and students discussed the film's content. On another visit, the evaluator observed the teacher discussing baby clothing. Generally, observations indicated that the students were cooperative and interested in the various classroom activities.

3. Were the students satisfied with the program?

During the current school year six students were informally interviewed about their experiences in the program. All felt that they had learned a great deal about health, foods, and infant care. The students likewise were of the opinion that the instructor had made the course of study both interesting and helpful to them.

ATTAINMENT OF OBJECTIVES

The objectives of this project were attained. Pregnant students were provided practical instruction and worthwhile learning activities in preparation for their anticipated parenthood.

CONCLUSIONS AND RECOMMENDATIONS

Since its inception in 1971, this program represented an important aspect of the instructional program available to pregnant students in Philadelphia's public schools. Due to significant declines in enrollment over the past two years, however, the decision has been made to discontinue the Consumer and Homemaking Education in Continuing Education Centers project and not seek re-funding of it for the 1978-1979 school year.

## CONSUMER AND HOMEMAKING FOR RETARDED EDUCABLES

PROJECT AREA: Special Education and Home Economics

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION/S: Bartram, Germantown, and South Philadelphia High Schools

NUMBER OF STUDENTS SERVED: 0

BUDGET: $ 85,096.00

PROPOSAL NUMBER: 91-8083

CATEGORY: Consumer and Homemaking, Section 150

### PROJECT DESCRIPTION

This project was to involve three full-time teachers providing instruction in Home Economics to retarded educable youngsters. Approximately 235 students, twelve years of age and over, were to have been served by this project.

### PROJECT HISTORY

The current school year would have been the first during which this project was to function.

### PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of the handicapped.
2. To help retarded educable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded educable students develop the skills which will make them eligible for additional training for employment.

### PROJECT IMPLEMENTATION

According to project management, funding delays combined with a School District of Philadelphia freeze on the hiring of new personnel prevented this program from being implemented. Qualified personnel, who were willing to work on a per diem basis as substitute teachers, could not be located.

CONTINUATION AND EXPANSION OF IDEC FOR DISADVANTAGED DISTRIBUTIVE EDUCATION STUDENTS

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PROJECT AREA: Distributive Education

PERSON RESPONSIBLE FOR PROJECT: Mrs. Marion Ressner

LOCATION/S: West Philadelphia, Martin Luther King, Kensington, Frankford, Swenson Skills Center, John F. Kennedy Center, Overbrook, Germantown, Mastbaum and Bartram

NUMBER OF STUDENTS SERVED: 275

BUDGET: $ 126,000.00

PROPOSAL NUMBER: 28-6813-6818

CATEGORY: Subpart 2, Disadvantaged - Section 110B

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PROJECT DESCRIPTION

IDEC was an individualized instructional program from the Interstate Distributive Education System. A series of learning activity packets (LAPS) were developed, field tested and validated in approximately 200 schools in eleven states. The packets arranged competencies in sequential form for each occupation in ten different content areas, and provided a personalized learning plan necessary for each student to accomplish the required skills. Each distributive education instructor received a computerized list of competencies. Some were to be used by the entire class, some by small groups, and others by only one student. Students utilizing the system selected a specific competency for study and used those LAPS on an individualized basis to achieve the necessary learnings to pass the accompanying tests. The system was designed for use by under-achievers and disadvantaged students. The materials were written on a sixth grade reading level and could be readily adapted to students who were behind in their reading skills. Students who completed the program were prepared for entry-level positions in the following areas: Department Store, Food Stores, Hotel/Motel Establishments, Restaurants, Service Stations, Variety Store and Wholesaling.

## PROJECT HISTORY

This project was scheduled to begin in October, 1976, but because of funding difficulties, it did not get underway in the schools until March, 1977. Despite its late start, the project achieved its objectives during its first year of operation.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Distributive Education teachers who have been trained to use the IDEC system will be provided resources which will aid and encourage them to implement the system in their classrooms.

2. Utilizing the system, Distributive Education teachers, as learning managers, will be better able to meet the needs of disadvantaged students.

3. By June, 1978, students making use of the IDEC system will demonstrate competencies in the areas of human relations, communications, selling, product service technology, merchandising, mathematics, and store operation and management, as defined by the IDEC system.

4. By June, 1978, students making use of the IDEC system will have completed at least 540 hours (as determined by the school district) in a comperative experience in the area of marketing and merchandising.

## PROJECT IMPLEMENTATION

In three schools (Germantown, Mastbaum, and Bartram), IDEC was introduced for the first time, while in the remaining schools IDEC had been in use during the previous year. However, at both Swenson and at the John F. Kennedy Center, new instructors were using the materials, as the regularly assigned teachers were on leave. Only the instructors at West Philadelphia and King had aides, who were able to provide considerable assistance both in scoring and duplicating the files as needed. For the most part, the instructors without aides utilized IDEC on a part-time basis and/or utilized some areas which were considered critical to all phases of distribution in a group setting rather than on a totally individualized basis. While IDEC was officially funded late in the spring term, it should be recognized that this project, more than many others, functioned at different levels of intensity and in different ways throughout the school year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What criteria were used by the learning manager to determine whether students have mastered the materials?

Each LAP contained a set of objectives, handouts, reading assignments in one or more texts, examples, and a series of pre- and post-tests. For each LAP, there was a suggested acceptable performance level. Where appropriate, the teacher adjusted this level for an individual student or for a group of students. Some of the remedies utilized within the classroom when difficulties arose were the same ones which had been effective during the previous year. Some of these adjustments were the addition of more or different learning activities; an increase, or decrease, in the stipulated time for completion of an activity; and the assignment of a staff or student tutor. These adjustments were made because each school had both different types and amounts of resource materials available for student use, necessitating modification of the materials themselves. When it was observed that some sections of these materials were written at a level beyond the comprehension of the students, modification of the criteria for successful attainment of the competencies was necessary in addition to modification of the materials themselves.

2. What problems occurred in the implementation of this IDEC System?

Because of the freeze on hiring of personnel as well as the late funding of this project, the project operated as planned at only two sites. At those two sites, the problem of adjusting to the varying levels of quality of the individual LAPS was left to the instructor and the paraprofessional. At the other sites, problems with the system were of a more basic nature. Because of basic funding problems, and the individualized nature of the project, it could not function unless major changes were made in its format. To meet this basic problem, those instructors who had any previous knowledge of the program either utilized essential LAPS on a group or classroom basis or permitted

individualization of the project on a very limited basis. In the latter case, IDEC was utilized as an adjunct to the existing curricula, not as a primary source of instruction. In three cases, IDEC files were organized to be utilized during the 1978-79 school year, and no direct service to students were provided during this funding year.

3. What activities were performed by the paraprofessional in the implementation of the system?

Because only two aides were utilized in the program during the current year, knowledge of the functions performed by the aides was obtained by direct observation and interviews with both the aides and their respective learning managers. Aides performed three basic functions: maintaining both student and "LAP" files, assisting in scoring of pre- and post tests, and duplicating "LAPS" as needed. Aides at both sites performed basically the same function, devoting different amounts of time to each activity on different days and at different times of the year. However, there was no way to ascertain the percentage of time devoted to these three activities which would provide greater understanding of their roles, because each of the three functions is an essential part of the IDEC process and, as previously stated, receives different emphasis at different times in the entire individualization process.

ATTAINMENT OF OBJECTIVES

Late approval and a long-term freeze on hiring resulted in very limited attainment of objectives. As was previously noted, however, this project, more than many others, functioned at different levels of intensity and in different ways throughout the school year. In terms of IDEC curricula, the topic of human relations was the LAP subject matter utilized most frequently. Many instructors emphasized that this topic was critical to the students and felt the IDEC system particularly helpful in teaching these necessary skills. Also considered important were the communications skills which were utilized

by many of the instructors in either an individualized or group fashion. Within this category, speaking and telephone skills were stressed; completing job applications and grammar were also emphasized.

## CONCLUSIONS AND RECOMMENDATIONS

IDEC continued to be viewed by the instructors as one of many tools in the instruction of students in distributive occupations. More than with most projects, the volume of curriculum materials which had to be duplicated for each student, and the need for some type of assistance in the classroom, rendered use very time-consuming to the instructor. While the instructors as a group expressed satisfaction with the program, those issues represented program limitations which must be recognized.

While ways had been discussed to reduce the burden of paperwork, instructors believed the benefits of the project were such that it should be continued. They were of the opinion that more modules or LAPS have to be adapted to students who can handle materials in the average range of difficulty as the instructors believed that most of the materials were geared to either very easy or very difficult levels of reading ability.

## CONTINUATION OF THE OLNEY O.J.T. WAREHOUSING PROGRAM

PROJECT AREA: Distributive Education

PERSON RESPONSIBLE FOR PROJECT: Ms. Mary Cordova

LOCATION: Naval Publications and Forms Center

NUMBER OF STUDENTS SERVED: 66

PROPOSAL NUMBER: 68-8007

BUDGET: $ 21,671.00

CATEGORY: Disadvantaged, Section 110B

### PROJECT DESCRIPTION

During the current school year, 66 economically disadvantaged seniors from Olney High School received training, with compensation, in warehousing and office practices at the Naval Publications and Forms Center. The students devoted one half of the school day to work, while during the other half they received instruction in the areas of English, Social Studies, Distributive Education, and Business Mathematics. Classrooms were located at the Naval Publications and Forms Center complex, and instruction was provided by two instructors from Olney High School.

### PROJECT HISTORY

This project was initiated during the 1974-1975 school year during which 35 students were enrolled. The following year the contingent of students was increased to 58, and the project staff was augmented to a total of two instructors. Last year's enrollment numbered 68 students, and all project objectives were satisfactorily attained.

### PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue the Olney OJT Program

    a. Provide 60 disadvantaged high school seniors classroom instruction, as well as on-site, compensated work experiences related to various

occupational aspects of warehousing.

b. Provide instruction in those subjects required to meet graduation requirements, as mandated by the Commonwealth of Pennsylvania.

2. Upon completion of this program, students will demonstrate skill proficiency in their training areas as determined through a passing of the Civil Service test given by the NPFC.

3. Students will develop vocational skills enabling entry level employment in a warehousing occupation as determined by employment of at least 75% of all graduates.

PROJECT IMPLEMENTATION

During the current school year, five observations were conducted in the two classrooms located at the Naval Publications and Forms Center. The classrooms were moved from the previous years' location, and the new facilities were completely refurbished. The new classrooms are well lighted and very spacious. In addition to the classrooms, an additional room has been set aside exclusively for the students. The lounge contains a ping-pong table, bulletin boards, and chairs and tables for use at lunchtime.

The classroom observations revealed the students to be generally cooperative and interested in the subject matter being discussed. Instruction was observed in such topics as the differences among various shipping containers, government regulations in the transportation industry, and the correct procedure used in the preparation of a detailed resume for employment. In addition to the classroom visits, two lengthy observations were made of students working at their jobs. Several pupils informally interviewed expressed satisfaction with their assignments.

The evaluator and project manager also spoke with two work supervisors who felt that the students with whom they were familiar were cooperative and anxious to learn.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

When the project began in September, 1977, the total enrollment of students

was 66. During the course of the school year, four pupils were dropped from the program. At graduation exercises conducted at the Naval Publications and Forms Center in June, a total of 62 seniors received certificates attesting to their participation in the program.

2. What activities were included in the work experience segment of the program?

Of the 62 students completing the program, 36 were involved in materials handling in such work areas as Packing, Storage, or Freight Terminal. Clerical duties were performed by 23 students who were employed in the Defense Mapping Agency, the Quality Assurance Branch, the Freight Terminal and the Naval Publications and Forms Center. Two students worked in the Mail Room, and one served as a Computer Aide.

3. Were the students satisfied with the program, as well as with the method of instruction provided by their work supervisors?

On May 31, 1978, 56 of the 62 participating students completed questionnaires relating to their experiences in the program. Asked if they would recommend the program to other students about to enter the 12th grade, all 56 responded in the affirmative. To the question, "What aspects of the Olney O.J.T. Warehousing Program did you really dislike?", 30 students either indicated "None," or left the space for the response blank. The remaining 26 replies made mention of such things as low pay, hard work, dusty working conditions, strict supervisors, failure to change student job assignments, and the half-hour lunch period. Asked if they felt that they were provided adequate supervision and instruction by their work supervisors, 55 students replied "Yes," and 1 "No."

4. Was academic and vocational instruction, necessary to satisfy their graduation requirements, provided to students?

The students enrolled in the program were provided instruction in the areas of English, Social Studies, Distributive Education, and Business Mathematics. All 62 pupils who successfully completed the program received certificates confirming their achievement, as well as their diplomas from Olney High

School in June, 1978.

5. What percentage of the students completing the course expressed the desire to seek full-time employment in warehousing at the conclusion of the program?

On the aforementioned questionnaire completed in May, the pupils were asked, "At present, do you intend to seek full-time employment in some type of warehousing occupation upon completion of your high school education?" Of the 56 responses, 28 students answered "Yes," and 28 answered "No."

ATTAINMENT OF OBJECTIVES

As has been the case in previous years, this project succeeded in attaining its main objective of providing a work experience to 62 Olney High School seniors. These students not only benefitted from the on-the-job training for which they were compensated, but they also obtained the academic instruction necessary for them to secure their high school diplomas. A Civil Service test was given to some of the pupils involved in clerical positions, but the results of the test are not known at the time of this writing. It might be noted, however, that although the program was concluded in June, 56 of the 62 participating students secured part-time jobs at the Naval Publications and Forms Center for the remaining summer months.

CONCLUSIONS AND RECOMMENDATIONS

As was pointed out in last year's Final Report on this project, in view of the benefits being provided Olney High School students as a result of their participation in this project, serious consideration should be given to its expansion to other high schools. Project management is urged to contact other federal government military installations to determine whether a warehousing project involving pupils might be established. Concurrently, administrative personnel from neighboring high schools should be approached in order to obtain their cooperation and assistance in expediting such an endeavor. This project has proven successful, and can be a source of valuable work experience and compensation to economically disadvantaged students in other areas of Philadelphia.

## COOPERATIVE DIVERSIFIED OCCUPATIONS FOR DISADVANTAGED STUDENTS

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. James McMillan

LOCATION/S: Disadvantaged vocational education students will be selected from 14 comprehensive high schools, 3 area vocational-technical schools and two skills centers.

NUMBER OF STUDENTS SERVED: 430

BUDGET: $341,418.00

PROPOSAL NUMBER: 68-8005

CATEGORY: Subpart 2, Disadvantaged, Section 110b and Subpart 5, Consumer and Homemaking, Section 150

### PROJECT DESCRIPTION

The Division of Vocational Education of the School District of Philadelphia has set as one of its major goals the provision of a part-time paid work experience for every student in an approved vocational course, once the necessary skills have been obtained. This experience is designed to be directly related to the course in which the student is enrolled. Due to the difficulties encountered by disadvantaged students in obtaining such jobs, it was the function of this project to accomplish the following tasks: 1) instruct students in a cooperative diversified occupations curriculum related to the student's career objective; 2) enable each student to demonstrate pre-employment skills necessary to obtain entry level employment including: preparing a personal data sheet or resume, completing an application for employment, completing working papers, participating in job interview, completing necessary forms relating to the job; and 3) improving each student's attendance as determined through a percentage comparison with his prior year's record.

### PROJECT HISTORY

This was the first year of operation for this program. Its personnel, however, including the coordinator of the program, were all previously involved

in a job placement program started in 1972 which operated last year at 14 high schools. The previous program, which was found to be effective in placing students in both full- and part-time jobs, was regarded as a direct predecessor of the present program, except that the emphasis of the present program was on training of students rather than on placing them in jobs.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Instruction in Diversified Occupations related to the student's career objective will be made for at least 700 disadvantaged vocational education students in 14 comprehensive high schools, 3 area Vocational Technical Schools and 2 Skills Centers.

2. Each student will demonstrate pre-employment skills necessary to obtain entry level employment including: Preparing a Personal Data Sheet or Resume, Completing an application for employment, Completing working papers, Participating in a Job Interview, Completing necessary forms relating to the job.

3. Each student will demonstrate increased attendance as determined through a percentage comparison with their prior year's record.

The teachers will use the Cooperative Diversified Occupations Curriculum approved by the Pennsylvania Department of Education, secure training stations, place students, and coordinate their work experience. In addition, the Coordinator will work closely with the Employment Programs Committee of the Advisory Council.

PROJECT IMPLEMENTATION

In terms of the amount and types of personnel to serve the schools, this project fell far short of its goals. In the original proposal, a certified vocational teacher was to perform an instructional function based upon the Cooperative Diversified Occupations Curriculum approved by the Pennsylvania Department of Education. However, because of both extremely late and less substantial funding than was originally planned, it was believed impossible to implement the program. The plan consequently adopted and designed to provide the greatest amount of services to students was that five individuals, who previously had served as job placement officers in the aforementioned program,

continued the performance of their previous responsibilities. They also undertook the training of prospective employees in such competencies as completing job application blanks, preparing for a job interview and those competencies contained in the cooperative Diversified Occupations Curriculum. Additionally, these officers were given the responsibility of recruiting students for both the Tier II and Subpart 3 of the Youth Incentive Entitlement Project funded by the Department of Labor. While this additional responsibility would not be an ongoing function of these individuals, nonetheless, it was believed that these persons could most effectively assist in helping the Youth Incentive Entitlement Program get underway.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Was a certified vocational teacher placed in each of 19 schools?

2. Did the Department Head in each of 19 schools, the Project Coordinator, and the Vocational Teacher in that school successfully recruit and select disadvantaged students for training?

Because of funding limitations and a freeze on hiring, no certified vocational teachers were placed in any of the 19 specified schools. However, four job placement officers who were all previously involved in a job placement program continued with their previous responsibility of recruiting students for both Tier II and Subpart 3 of the Youth Incentive Entitlement project.

3. What types of training activities did this program provide for the students?

The training performed by the placement officers was done on an individual or small group basis where appropriate. For example, a placement officer might consider a prospective employee to need such things as instruction in completing a job application blank, participating in a job interview, or other activities involved in obtaining or holding a job. For those students who were referred to and given jobs under the Youth Entitlement Project comprehensive staff development development was provided which was designed to assist students develop job relations skills.

4. Did students trained by this program demonstrate pre-employment skills necessary to obtain entry-level employment?

Because the Cooperative Diversified Occupations curriculum was not implemented, it was impossible to answer this question.

5. How many students were placed in jobs through the efforts of the project personnel, and in what types of jobs were they placed?

From early March until the beginning of June, a total of 430 students were placed by the four individuals who had functioned as job placement officers during the previous year. This total was lower than the previous year's (1170). It represents, however, a substantial percentage increase per placement officer inasmuch as these numbers represent a three-month period of placements as opposed to twelve, and the number of placement officers was four as compared with last year's seven. While types of jobs obtained were similar to those obtained in the past, the added resources (which were made available by the Youth Entitlement Project provided to the City through the Office of the Mayor) were helpful in obtaining additional student placements. The jobs obtained by these students were similar to those which had been obtained in previous years. They included both service and craft jobs. Students obtained such jobs as general clerk, typist, electrician's assistant, draftsman, stock clerk, salesperson and/or cashier, maintenance worker, and bus boy. Some students were placed at sites where they were able to perform tasks directly related to their training in school and in settings where a considerable amount of instruction took place.

6. Was student attendance improved as a result of participation in this program?

7. How many students placed by this program kept their jobs until at least the end of the school year?

Because of the circumstances surrounding the late implementation of this project and its deviation from its original proposal, it was considered inappropriate to answer these questions.

## ATTAINMENT OF OBJECTIVES

This project was unable to achieve the objectives as planned. Because of the limitations stated previously, the instructional function based upon the Cooperative Diversified Occupations Curriculum was impossible to implement. Because of the unusual circumstances created by the award to Philadelphia of the Youth Incentive Entitlement Project, existing personnel were able to participate in a limited program of supplemental training of students and placement of students in jobs for which these students were qualified.

## CONCLUSIONS AND RECOMMENDATIONS

This project, functioning within the framework of the objectives of its antecedent program, did not have the opportunity to demonstrate its Cooperative Diversified Occupations Curriculum. In addition, there were only four job placement officers and thus, services were limited to only eight schools. While this project provided traditional job placement services and related job preparation instruction to students, the project as envisioned will have to be implemented within the next school year.

## COOPERATIVE TRADE AND INDUSTRY

PROJECT AREA: Distributive Education and Business Education

PERSON RESPONSIBLE FOR PROJECT: Dr. Joseph Rubin

LOCATION/S: Germantown and Overbrook High Schools

NUMBER OF STUDENTS SERVED: 0

BUDGET: $ 48,757.00

PROPOSAL NUMBER. 24-7049

CATEGORY: Secondary Vocational Programs - Section 120

### PROJECT DESCRIPTION

The project was to provide students trained in trade and industry an opportunity to obtain paid work experiences under school supervision. Students were to receive on-the-job work paid experiences along with job counseling and assistance in making career choices.

### PROJECT HISTORY

This was to have been the first year in which this project was to have been implemented.

### PROJECT IMPLEMENTATION

Due to a freeze on hiring of personnel necessary to implement this program, it was considered inappropriate to fund this project during the 1977-78 school year.

## CRAFT INTERNS FOR THE SCHOOL DISTRICT

PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Dr. Joseph Rubin

LOCATION/S: Bok Area Vocational-Technical School, Randolph Skills Center, Dobbins Area Vocational-Technical School, Saul Area Vocational-Technical School, Mastbaum Area Vocational-Technical School

NUMBER OF STUDENTS SERVED: 27

BUDGET: $ 33,244.00

PROPOSAL NUMBER: 13-7103

CATEGORY: Disadvantaged, Section 110b, Subpart 2

### PROJECT DESCRIPTION

The basic plan of this program was to incorporate the cooperation of the Career Education and the Maintenance and Operations Divisions of the School District of Philadelphia in order to provide a meaningful work experience for disadvantaged students enrolled in vocational-technical schools in their respective areas of study. Each student was to be apprenticed to a skilled mechanic who was to assume primary responsibility for the student's daily learning experience. The students were to be utilized as paid helpers and would become involved in any project assigned to the skilled craftsperson. The academic portion of the student's daily schedule included periodic instruction in related theory pertaining to the world of work.

### PROJECT HISTORY

This project was scheduled to operate during the 1976-77 school year. However, due to extreme problems caused by layoffs in the Maintenance and Operations Division of the School District, the program was rescheduled to commence during the present funding year.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To give disadvantaged students an opportunity to learn by working with skilled craftspeople in an actual job setting.

2. Students will develop appropriate skills to an entry-level attainment as determined by industry standards for their specific trade area. Success or non-success will be determined through the ratings of the cooperating craftspeople.

## PROJECT IMPLEMENTATION

After several unsuccessful attempts at project implementation 27 of the thirty students selected for project participation were finally placed at appropriate sites. Initially, because of the inability of the Maintenance and Operations Division to assist in this project, the project manager enlisted the help of the Archdiocese of Philadelphia to utilize these students in educational settings. The basic reason for the withdrawal of the Maintenance and Operations Division was its reduced resources following a severe budget cut. However, since federal laws forbade the placement of students in parochial settings, that plan had to be abandoned, and another approach for student placement had to be considered.

Subsequently after repeated contacts were made with other agencies, 27 students were finally placed at five sites: thirteen at the Philadelphia Naval Base, six at the YMCA, five at the United States Navy Aviation Supply Office, two at the United States General Services Administration and one at the United States Department of Agriculture, Eastern Regional Research Center. While the Craft Interns project allocated funds for supervision and transportation, no funds were available for student salaries. However, the coordinator was able to place these students at sites appropriate to their vocational training through the Youth Incentive Entitlement Project run by the office of the mayor, a federal program which happened to be funded during this period and which defined strict family financial eligibility criteria which those students were able to meet.

EVALUATION PLAN: QUESTIONS ANSWERED

The following questions were drafted in anticipation of the assignment of students to the Maintenance and Operations Division of the School District. As was described previously, such assignments did not take place. However, since the questions, with the exception of number five, were appropriate to student assignment at any location, data to answer these questions were provided by the interns and the on-site supervisory staff at the request of the project director and evaluator.

1. Were the students selected for this program educationally and/or economically disadvantaged?

Students who were selected for this program had to meet the eligibility guidelines established by the Department of Labor. Not only were the income criteria more stringent in this project than under Vocational Education Act funding but verification of eligibility was conducted for each student in the project by the Bureau of Employment Security.

2. Were the interns judged by their supervisors as having acquired additional useful skills?

On all but one on-site supervisory evaluation form and corresponding interview, each student learned a variety of new skills related to the course the student is taking in school. Some of the examples listed by category were: painting and decorating, spray painting, brush and roller painting, refrigeration and air conditioning, working with gauges, controls, vacuums, and compressors, carpentry, laying tiles, installing window panes, plumbing and heating, pipefitting and working with fire sprinklers, electrical, working with voltmeters, reparing motors, and reading schematic. The one student for whom no new skills were listed was considered by his supervisor to be uncooperative, and was unwilling to accept orders. While the craftsperson did not feel that this student was receiving any benefit from this program because of his negative attitude, the situation appeared to be an isolated one, not at all characteristic of the program in general.

3. To what extent did the interns feel they had been benefited by having been in this program?

With the exception of the responses obtained from the one student described in the second question, intern response to the program was favorable. Of particular benefit were two factors: students described the "one to one" working environment with a craftsman as extremely rewarding and the work locations were especially conducive to active student participation in the work process and the time the craftsperson was able to spend instructing the student. On an overall rating of the project the responses were excellent 46 percent, good 50 percent, fair 4 percent, poor 0 percent, and very poor 0 percent. It would appear, therefore, that direct, hands-on experience related to in-school curricula could be a valuable instructional tool, and one which students believed would be of benefit.

4. Was there a close relationship between what the students had been studying in school and their job placements with the craftspeople?

Two questions on the on-site supervisory form were designed to ascertain the relationship of work performed to training received in school. The first question asking whether work performed was related to skills training received at school, a general one, was responded to affirmatively by all of the participants. When asked whether the training by the craftsperson was directly correlated to school skills training, the responses were: highly correlated, 62 percent; mildly correlated, 38 percent; no correlation, 0 percent.

5. Did the craftspeople think that the quality of their work was affected in any way by the presence of the interns?

Since this project utilized craftspersons outside of the School District, it was not considered appropriate to ask this question.

6. In what types of jobs were the interns placed?

The following table lists the types of jobs in which these interns were placed.

Table 1

Types of Jobs Obtained

| Jobs | Number |
|---|---|
| Air Conditioning and Refrigeration | 3 |
| Carpentry | 7 |
| Electricity | 6 |
| Painting and Decorating | 3 |
| Plumbing | 7 |
| Welding | 1 |
| Total | 27 |

These assignments were directly related to the types of training the students received in school.

ATTAINMENT OF OBJECTIVES

Despite a very late start, this project met its objectives because of the support and resources which were found in another program having similar goals. The presence of a coordinator who could generate appropriate work sites was very helpful in this respect and, as a result the project was able to fulfill its original plans for student activities, although not in the locations which had originally been anticipated.

CONCLUSIONS AND RECOMMENDATIONS

While this project functioned in a satisfactory manner during the current funding year, the presence of resources other than those allocated to the project represented the major reason for its success.

Because the cooperative arrangement between the Maintenance and Operations Division of the School District and the Office of Career Education is not likely to be possible in the future, project management decided not to seek re-funding of this program for the forthcoming school year of 1978-79. It should be noted that those students employed in the Mayor's Youth Entitlement Project will be able to continue to receive services from that source.

GUIDANCE SEMINAR - THE WORLD OF WORK - A STAFF DEVELOPMENT PROGRAM

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Samuel Munder

LOCATIONS: Various industrial and commercial sites located city-wide

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $10,000.00

PROPOSAL NUMBER: 81-8124

CATEGORY: Guidance, Section 134

PROJECT DESCRIPTION

During the second semester of the 1977-1978 school year, thirty-one counselors assigned to junior and senior high schools were given the opportunity to make on-site observations at a wide variety of business and industrial outlets. These visits were sponsored in cooperation with the Greater Philadelphia Chamber of Commerce. The nine visits were full-day sessions, and typically consisted of formal presentations by representatives of the host company or organization, a tour of the facilities with opportunities provided for participants to talk with employees, a lunch provided by the host with further opportunities to discuss job situations with various officials, and a question and answer period.

PROJECT HISTORY

This project was initiated through the efforts of the Greater Philadelphia Chamber of Commerce in 1974, but it did not receive funding under the Vocational Education Act of 1968 until its second year of operation during the 1975-1976 school year. The current school year, therefore, represented the third during which the project was funded and evaluated.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

Goal VII - Strengthen the development and implementation of comprehensively planned programs to meet the needs of and demands for competent professional vocational teachers, counselors, supervisors, and administrators.

Subgoal 3 - Provide competency-based in-service activities which will maintain and upgrade the pedagogical and occupational competencies of vocational and guidance personnel.

To provide counselors and guidance personnel with information and an on-site exposure to:

1. The many occupations in the greater Philadelphia area.
2. Current employment practices, personnel policies and practices (job applications, tests, interviews, attitude requirements, attendance, salaries, fringe benefits, etc.)
3. Labor market trends.
4. Equal employment opportunity laws, affirmative action programs and expanding opportunities in nontraditional careers.
5. The working atmosphere in business and industry.
6. The promotional opportunities and career ladders within each job cluster.
7. The different categories of the work force (hourly, salaried, non-exempt).
8. Vocational resources, company training programs and upward mobility programs.
9. Employers' personnel needs, job requirements, expectations and desired work attitudes.
10. An understanding of labor and management's role in the labor market.

PROJECT IMPLEMENTATION

This project got underway January 11, 1978 when its first session was conducted at the headquarters of the School District of Philadelphia. An overview of the program was presented to the guidance counselors. Project management and the Chamber of Commerce representative stressed the objectives of the program as well as those aspects of the forthcoming working situations to which the participants would need to be attentive during their visits.

The first company to serve as host during the current school year was the Bell Telephone Company of Pennsylvania. Although this visit was not observed by the evaluator, program notes indicated that the participants were provided tours of several different Bell facilities where they learned about various skilled trades and crafts. As was the case last year, the ARA Food Service facility located at Scott Paper Company was the second site visited by

the counselors. Following an introduction by the Manager of the ARA Corporate Training Program, the participants toured the kitchen and various dining rooms, and talked informally with a wide selection of employees. After lunch, the Executive Vice-President of the Philadelphia-Delaware Valley Restaurant Association talked about career opportunities in food services. The session concluded with the Mid-Atlantic Area Personnel Director discussing aspects of the employment policy of ARA Food Service.

Philadelphia National Bank was the location of the counselors' third visit. Following the welcome by the Director of Training and Evaluation, various administrators explained PNB's salary schedule and review, employee benefits, co-op program, and community banking set-up. After lunch, the counselors toured the Proof and Item Processing Departments. Two weeks later the evaluator accompanied the counselors to the Strawbridge and Clothier department store. Again, various members of the managerial staff discussed the in-house training program, personnel policies and procedures, and benefits. The tour of the receiving and marking rooms, as well as various shopping areas, took up much of the morning session. Following lunch, three graduates of the Philadelphia public school system, currently employed with Strawbridge and Clothier, discussed their job experiences.

The tour of the fifth facility, the Medical College of Pennsylvania, was not observed, but the participants listened to twelve members of the professional staff explain the qualifications, training, and responsibilities of various medical personnel. The construction industry trades and crafts represented the topics of discussion at the following session conducted at the General Building Contractors Association office. Much emphasis was placed on current problems faced by this industry in the panel discussion conducted by representatives of the carpenters and cement masons unions, as well as a president of a construction company. In the afternoon, after the counselors had lunched, a tour was conducted of a new apartment building being constructed in center city Philadelphia.

The seventh visit to the project was conducted at the Stokes Division of Pennwalt Corporation. The wide variety of products that are produced by the division was explained by the company president. A discussion then was conducted of entry-level jobs in the machine shop, assembly shop, weld and sheet-metal shop, and plant maintenance sector. Following an extensive shop tour and lunch, the counselors reconvened and heard the employment personnel manager discuss wages and benefits available to Stokes employees. The visit to Gulf Oil Refinery was not observed by the evaluator, but comments informally received from the participants indicated that it was a well-organized and very informative tour that shed a great deal of light on employment practices in heavy industry. The ninth and final site of the project was the headquarters of the Southeastern Pennsylvania Transportation Authority. An insight was gained into many aspects of the transportation and warehousing clusters by touring the shops and departments of SEPTA. The driver instruction and re-instruction programs were of particular interest to the guidance counselors. The last session of "The World of Work" was held at the Philadelphia Museum of Art on May 24, 1978. The evaluator was not in attendance, but a summary provided indicated that the group had been addressed by various Chamber of Commerce and commonwealth vocational education representatives who discussed such topics as future job opportunities in the Philadelphia area, affirmative action programs, and "non-traditional" employment. This session served as an excellent opportunity for the counselors to review and summarize some of the experiences they had as a result of their participation in this project.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many counselors participated in the program?

There were 31 guidance counselors enrolled in the project. Attendance records were maintained by the project manager, and these indicated near perfect attendance at every session. The few absences that did occur resulted

from justifiable causes such as personal illness or school business.

2. Which occupational clusters were presented to the guidance counselors?

The comprehensive clusters of service, manufacturing, business, construction, and transportation were presented. Within these clusters, the following sub-areas were discussed: banking, utilities, retailing, health services, food services, mechanics, and skilled and unskilled building trades. Touched upon during most visits was a wide variety of clerical occupations including clerk-typist, accountant, secretary, bank teller, and stenographer.

3. What were the counselors' opinions of the various presentations included in the program?

On May 10, 1978, detailed questionnaires were completed by 29 of the participating counselors. Asked which visits were deemed most valuable to them and to their students in their current counseling positions, most indicated that all nine presentations were very useful. Asked which were of very limited value, the few counselors completing this item cited the General Building Contractors Association visit due to the current lack of employment opportunity in most construction areas. Responses on the questionnaires generally confirmed informal verbal assessments made throughout the functioning of the program, namely, that the guidance counselors found "The World of Work" to be highly informative and interesting, and therefore of real use to the students whom they were counseling.

4. What techniques will be utilized by the participating counselors to disseminate the information obtained as a result of their participation in the project?

The participants were asked this question on May 10, and a variety of answers was received. Among techniques to be used were distributing career briefs to students, scheduling Career Days, sharing of information with counselor colleagues, group counseling, arranging field trips, and requesting guest speakers from the companies and organizations that served as hosts in this project.

ATTAINMENT OF OBJECTIVES

As in previous years of operation, "The World of Work" attained its proposal objectives. Thirty-one guidance counselors were availed the opportunity to gain an exposure to the many occupations represented in the Greater Philadelphia area. These visits provided the educators with the chance to learn a great deal about current employment practices, personnel operations, labor market trends, and job requirements.

CONCLUSIONS AND RECOMMENDATIONS

In view of the generally favorable responses concerning the project received from the current year's participating guidance counselors, as well as the project's successful attainment of its objectives, it is recommended that "The World of Work" be continued in its present form during the forthcoming school year.

## HEALTH RELATED TECHNOLOGY

**PROJECT AREA:** Health Careers

**PERSON RESPONSIBLE FOR PROJECT:** Mrs. Lucille Mitchell

**LOCATION/S** South Philadelphia High School and Jefferson Hospital

**NUMBER OF STUDENTS SERVED:** 27

**BUDGET:** $ 15,601.00

**PROPOSAL NUMBER:** 10-7333

**CATEGORY:** Regular, Section 120

### PROJECT DESCRIPTION

This project was designed to develop skills in health occupations for secondary students through participation in and exposure to the activities of an urban teaching medical school hospital. Activities included classroom instruction, laboratory experience, field trips and independent study. In addition to training, this program was also designed to provide participants with a broard awareness of the types of careers available in the field of health and medicine. Also, it provided career counseling, participant assessment, and monitoring through the use of preceptors, who were members of the hospital and medical school staff. Employment opportunities were made available to those students who were interested in continued indepth exposure to these types of activities.

### PROJECT HISTORY

This project has been in operation since the fall of 1969, when 15 students enrolled in the program. This was the sixth year, however, in which the program operated utilizing Vocational Education Act funding. The majority of program participants over the years continued their education either in college or post-high school programs, most of them having elected some type of medical career curriculum. Many problems, however, prevented full implementation of this program on a sustained basis. Student attendance at each laboratory site

was difficult to document and little attention was paid to the need for close liaison between students' activities at Jefferson and at the home school. The adoption of new procedures, however, during the 1976-77 school year resulted in improved student attainment of project goals. Intensive supervision by personnel from both South Philadelphia High School and Jefferson Hospital has been an essential element in the success of this program.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

a. To introduce 30 students (10 sophomore, 10 junior, 10 seniors) to the para-professional medical career options available through vocational education.

b. To awaken the interest of the science students with innate ability to profit from this para-professional health career involvement.

c. Be motivated to increase his or her knowledge and competencies as a health worker.

PROJECT IMPLEMENTATION

This program, while fully operational as of this writing, has continued to experience difficulties in getting underway. It was not until mid April that state approval was granted and the resulting contract and board resolution signed. While eight of the students who were in the program during the previous year were meeting with their respective preceptors, the fifteen new participants did not begin their laboratory experiences until the appropriate papers were processed.

The procedures followed this year, however, represented what appears to be an improvement over those followed for new students in previous years. First, new students were recruited not only from South Philadelphia High School, but from Furness and Southwark schools as well, thus expanding the scope of possible candidates to include students from a motivational program as well as those who would not have been aware of this project until they were

in grade 11. Second, during the current school year, new students met with both the teacher assigned from South Philadelphia High School and the microbiologist at Jefferson Medical College and learned such things as how to use a microscope to identify a variety of organisms, general laboratory procedures, and related mathematics and scientific concepts.

The summer phase of this project, while funded under the 1978-79 allocation and not part of the 1977-78 project year, was fully operational, and Proceeded according to schedule.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What specific laboratory or clinical activities are learned by each of the participants?

A number of procedures were learned by the students, depending, of course, upon the department in which the student was working. In laboratory situations, students learned general procedures and specific activities peculiar to their respective areas. For example, students in laboratory settings learned about laboratory equipment, preparation of cultures, and titration. Some specific examples of procedures learned by the students were: hepatectomies, sheet blood cultures, and procedures required to utilize the electron microscope. In the nursing and patient care areas, students learned to do patient manipulations in physical therapy, to perform treatments and massages, and to assist in hydrotherapy. After extensive supervision and training, most students were given the responsibility for performing these functions on their own and developed considerable knowledge and experience in their respective areas of activity.

2. What was the attendance of each participant?

Because project activities varied considerably, depending upon the grade of the student, attendance had to be examined separately for new and continuing students in the program. The students who were enrolled in the program from

the previous year (former 10th and 11th grade students) attended every week for a minimum of four and one-half hours per week during the entire school year. They worked with the same preceptors who had supervised their activities during the summer of 1977, performing the same or similar duties.

To replace the dropouts and seniors who had graduated, twelve new students were selected to participate in the program. These students attended an orientation session on a once-a-week basis.

While these students were selected early in the school year, they did not begin these sessions until formal approval had been granted. Attendance over a two-month period was eighty-five percent. Attendance during this, and the previous summer has been over ninety-five percent. Absences have been due only to illnesses and, in two cases, to short vacations taken by the families of the students during this period.

While it has long been recognized that attendance during the summer has been better than during the winter, **the added program supervision and changes** in the way in which the program is administered has substantially increased project attendance during the school year from previous years.

3. What are the expressed career goals of the students in grades 10, 11 and 12?

A survey of the participants indicated that of the twenty-six students in the program, twenty-one of them were interested in pursuing careers in one of the medical fields. A further breakdown indicated that six students wanted to be physicians, five wished to pursue careers in nursing, three were interested in careers in medical research, two wished to be laboratory technicians, two wished to be chemists, and one each wanted to be a veteranarian, X-ray technician, and psychologist. One individual expressed a desire to be a mortician, one a lawyer, and the remainder were unsure of their career goals at that point. The range of strength of vocational interests varied. One of the students **was taking a college course in anatomy and physiology in the**

evenings; others have also been engaged in extra-curricular activities which demonstrate strong interest in the sciences. However, a few students expressed some uncertainty about their future careers and have been able to utilize these hands-on experiences to help them clarify their goals. The student interested in law as a future career expressed satisfaction with the program and believed that the experiences will be of benefit in any college science course.

4. What were the opinions of the preceptors about the program?

The preceptors were asked to complete questionnaires about the program in general, and about the particular students they were supervising and training throughout the program. Of the twenty-four responses received, three ranked the overall program as excellent, fifteen stated that it was good, five felt the program was fair, and none rated the program as poor. The summer phase of the program was rated as excellent by nine persons, ten believed it to be good, and five rated the program as fair.

It should be noted that there was a strong relationship between the attitude of the preceptor in general, and his experiences with the student he was teaching and supervising in particular. Additionally, preceptors uniformly believed that students selected for the program should be highly motivated; they believed that considerable participant selectivity should be exercised in all phases of the program. They believed that such selectivity was necessary because the nature of the program often required students to be self-motivating, especially during the winter months.

ATTAINMENT OF OBJECTIVES

While this project started late in the school year, it operated even more effectively during the 1976-77 school year than was the case during the previous years. Twenty-four students participated in this project part-time

during the school year (averaging one period per day to include both classroom and hands-on experiences) and on a comprehensive full-time basis during the summer. In addition to the preceptors, supervision was provided by three persons affiliated with Jefferson Hospital as well as a teacher from South Philadelphia High School. The three persons from Jefferson directly working with students were two male medical students and one female laboratory technician. The supplemental services which these personnel provided to students raised attendance levels, increased motivation and helped to provide them with such hands-on experiences in both laboratory and clinical settings which never would have been possible under any other conditions.

CONCLUSIONS AND RECOMMENDATIONS

This project provided students with hands-on experiences in medical settings which could not be obtained in a classroom setting.

The addition of participants from a motivation program at a feeder school appears to have supplied an added number of students who are interested in careers in medical fields. The program also has improved by continuous intensive supervision of and assistance to students by the instructor from South Philadelphia High School and the two medical students from Jefferson. It would appear that intensive supervision and program participation by highly motivated students are necessary for this project to work effectively. While this program, as was true with all federally-funded projects this year, suffered from the effects of extremely late funding, activities in which the students were engaged through May and June were extensive. It is hoped however, that the preceptors obtained for the summer phase of the project will be available this coming school year in order that this program get underway as quickly as possible.

The addition of the laboratory instruction sessions for new students has shown to be of value and should be continued. Not only are students provided with instruction in basic laboratory procedures but they also work in settings which sustain motivation while preceptors are being recruited.

IMPLEMENTATION OF AV SELF-PACED DELIVERY SYSTEM FOR
DISADVANTAGED STUDENTS IN T&I AREAS

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PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Mr. John Maier

LOCATION/S: Bartram, Bok, Dobbins, Frankford, Kennedy Center, Mastbaum, Olney, Overbrook, Randolph, Swenson

NUMBER OF STUDENTS SERVED: 1,054

BUDGET: $ 208,454.00

PROPOSAL NUMBER 68-8006

CATEGORY: Disadvantaged, Section 110B

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PROJECT DESCRIPTION

The purpose of this project was to provide selected disadvantaged students with individualized remedial help in a variety of vocational areas. All of the students involved in the project were from classes taught by the participating teachers, and met with those teachers either before or after their regular school day. The teachers were provided with sound-on-slide instructional units and other individualized materials. Two full-time, certified vocational teachers and two vocational teacher aides visited all of the schools on a regular basis to offer advice and to provide the teachers with needed materials. They helped with the instruction of the students and with the setting up and maintenance of the sound-on-slide equipment, and served as liaison with the project coordinator. Five other aides located at Kennedy Center were employed mainly in the preparation of the individualized materials needed by the project.

PROJECT HISTORY

This was a new project. Program operations started in April, 1978, following receipt of funding approval.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. For student deficiencies in vocational tasks identified by the student's regular instructor, the student will demonstrate proficiency after being exposed to the audio-visual self-instructional materials at a criterion level commensurate with industry standards and this will allow the student to return to regular class schedules and function successfully.

2. For students requiring intensive remediation due to lack of success in the vocational shops, a long-range individualized instruction program will be implemented and all skills will be developed to a level of employability within their vocational areas.

3. To implement an audio-visual self-paced instructional system such that at least 1127 disadvantaged students will demonstrate increased vocational proficiency to a level of industrial standards.

## PROJECT IMPLEMENTATION

Although this project was originally to begin operations in October, 1977, funding approval was not secured until March, 1978. Because of this, recruitment of participating teachers and of suitable vocational students was not possible until April, 1978. It was therefore decided to operate the program on an entirely extra-curricular basis, with students receiving remedial help either before or after their regular school day. To disrupt the daily schedules of students so late in the year to allow extra instruction during the school day, as had been proposed originally, was considered impractical. Therefore, only an extra-curricular program was implemented this year. By May, 1978, 102 teachers at nine schools were participating in the program, and tutoring a total of 1,054 vocational students either before or after their regular school day. Table 1 indicates the number of participating teachers and students at each school involved in the program.

Table 1

Number of Participating Teachers and Students at Each School During 1977-78

| School | Number of Participating Teachers | Number of Participating Students |
|---|---|---|
| Bartram | 11 | 123 |
| Bok | 10 | 91 |
| Dobbins | 6 | 75 |
| Frankford | 10 | 90 |
| Mastbaum | 9 | 99 |
| Olney | 11 | 94 |
| Overbrook | 7 | 74 |
| Randolph | 19 | 202 |
| Swenson | 21 | 206 |
| Totals: | 104 | 1,054 |

Two certified vocational teachers and two vocational teacher aides visited the nine participating schools on a regular basis to coordinate the operation of the project and to ascertain the needs of the participating teachers. These individuals then brought to the teachers the individualized materials they needed to help their students, and helped them set up their extra-curricular facilities. On-site observations verified that the teachers were conducting extra-curricular instruction of the type specified in the proposal, and that the students were able to utilize the provided materials. There was a wide variety of vocational instruction in this program. Table 2 indicates the areas in which instruction was provided and the number of teachers and students in each subject area. The student-teacher ratio of about ten to one, or less than half that of the usual shop class, gave the instructors a better opportunity to work with the students on an individualized basis.

Table 2

Number of Teachers and Students in Each Instructional Area

| Subject Area | Number of Teachers | Number of Students | Student/Teacher Ratio |
|---|---|---|---|
| Air Conditioning | 3 | 29 | 9.7 |
| Audio-Visual Communications | 5 | 47 | 9.4 |
| Auto Mechanics | 23 | 248 | 10.8 |
| Child Care | 8 | 76 | 9.5 |
| Electrical Construction | 15 | 146 | 9.7 |
| Electronics | 7 | 66 | 9.4 |
| Food Services | 13 | 139 | 10.7 |
| Health | 1 | 10 | 10.0 |
| Home Economics | 3 | 19 | 6.3 |
| Machine Shop | 11 | 123 | 11.2 |
| Power Sewing | 1 | 12 | 12.0 |
| Service Station | 2 | 24 | 12.0 |
| Sheet Metal | 6 | 57 | 9.5 |
| Small Engine | 5 | 49 | 9.8 |
| Welding | 1 | 9 | 9.0 |
| Totals: | 104 | 1,054 | 10.1 |

EVALUATION PLAN: QUESTIONS ANSWERED

1. **In what ways were the students disadvantaged who were selected for this program at the participating schools?**

Students selected for this program were disadvantaged either academically or economically. Academic disadvantage was defined as performance at or below the 25th percentile on the California Achievement Tests in reading or mathematics, according to the most recent test data on file at the school. Economic disadvantage was defined as any of the following: family income at or below the national poverty level; participant or parent(s) or guardian(s) of the participant unemployed; participant or parent(s) or guardian(s) recipient of public assistance; participant institutionalized or under State guardianship. Students participating in the federally-funded breakfast and lunch program at their school met these economic criteria; others were accepted because of other economic information obtained by their teachers. Teachers submitted to the project manager an

individual progress report for each student in which the nature of that student's disadvantage was indicated. Although some students would qualify as both academically and economically disadvantaged, teachers were required to verify only one category of disadvantage for each student and the project recorded the data in that form. Of the 1,054 students involved in the program this year, 815 were reported as academically disadvantaged and 239 as economically disadvantaged.

2. Were the disadvantaged students' vocational deficiencies identified for the project by their regular instructors?

For each student in the program, the student's regular vocational instructor (who was in all cases also his teacher in this program) provided an indication of the general categories of vocational deficiency from which the student suffered. The categories consisted of (1) lack of mathematical skills needed in the vocational subject, (2) lack of reading skills needed in the vocational subject, and (3) lack of specific knowledges and skills related directly to the student's work in that vocational area. Of the 1,054 students, 897 were said to have the first type of deficiency, 916 the second type, and 963 the third type of deficiency. There were, as can be seen from these figures, many students who exhibited more than one type of deficiency. In addition to this general description of the students' deficiencies, teachers specified what remedial activities or tasks they wished each student to undertake, the date of completion of the task, and a rating of the student's proficiency.

3. Were the disadvantaged students provided with an individualized instructional program related to their vocational deficiencies?

Based on the individual analysis of student deficiencies prepared by their vocational teachers, project personnel provided the teachers with individualized instructional materials suited to the students' needs. Among these were the sound-on-slide units and printed materials of the P!VOT system, films, library materials, demonstration materials and materials from the V'Tecs

(Vocational-Technical Education Consortium of States) curriculum guides. Each teacher submitted individual written reports showing the areas in which his students were instructed with these materials.

4. What proportion of students who received individualized instruction were able to return to their regular class schedule and function successfully?

This question cannot be addressed as stated, since it is based on instruction of students during their regular school day, and on the effect of such instruction on their subsequent classwork. Since all instruction took place between April 15 and June 7, at the end of the school year, there was insufficient time to form any valid conclusions based on changes in grades or classroom productivity. There were, however, numerous written student evaluations submitted to the project by the subject teachers, describing the effect of the program on the students. These revealed that the teachers were quite enthusiastic about the value of the program, and cited many examples of students whom they felt were benefited by the extra, individualized attention they had received. There were many references to the students' enthusiastic reaction to the sound-on-slide (PIVOT) system of instruction, which several teachers said the students liked because of their ability to work on their own without the teacher's intervention. Teachers also expressed the opinion that the program would be much more valuable if started earlier in the year, so that students could be helped as soon as problems developed.

5. What remediation was provided for students identified as requiring long-range remediation?

Because of the late starting date of this project, it was not feasible to institute any long-term remedial program. All of the extra-curricular time was used to provide as much instruction as possible during the remaining weeks of the school year, either before or after the regular school day. Teachers met with their students for three to five sessions a week, in order

to provide an intensified learning experience during the time available.

6. How many disadvantaged students were instructed by this program during the year?

Tables 1 and 2 indicate the total number of students who participated in the instructional activities carried out this year. As already noted in answer to Question 1, all of these students were either academically or economically disadvantaged. While the total attendance in individual classes varied, all 1,054 students identified as participants were instructed during the year.

ATTAINMENT OF OBJECTIVES

The first two objectives stated in the proposal referred to the use of individualized instructional materials on a continuing basis during the regular school day. Due to time restrictions, all remedial work was instead carried out on an extra-curricular, intensified basis at the end of the school year. This was probably not the most efficient format for the utilization of this type of instruction, but was the only reasonable option that could be implemented during the time available. The third objective, although not intended to refer only to an extra-curricular program, was to some extent achieved, since 1,054 students were exposed to an individualized instructional system. Whether or not these students would be able to demonstrate "increased vocational proficiency to a level of industrial standards," had it been practical to test them for such proficiency as part of this evaluation, cannot be addressed directly, but teachers' reports did speak highly of the program, and did indicate that they thought their students were benefited by it.

CONCLUSIONS AND RECOMMENDATIONS

The only negative aspect of the program as implemented this year was the fact that it was forced by funding delays to recruit personnel, disseminate materials, locate students, and instruct those students in the space of three

months, including time needed to close down the operation and collect final data from the 104 teachers. Under these conditions, it is hard to find fault with any degree of success, and the project personnel did implement this program so that on-site instruction of students was in fact taking place before the end of April, 1978. A comprehensive evaluation of the effectiveness of this program could not be conducted during a year in which it operated for only about seven weeks. Therefore, it is to be hoped that prompt implementation in September, 1978 will allow the program to operate for a full year; it should then be possible to ascertain its effectiveness more reliably than at present.

## IMPLEMENTATION OF PIVOT AT SWENSON SKILLS CENTER

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PROJECT AREAS: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: **Mr. John Maier**

LOCATION/S: Kennedy Center for Vocational Education, Swenson Skills Center

NUMBER OF STUDENTS SERVED: 1,080

BUDGET: $35,621.00

PROPOSAL NUMBER: 80-8291

CATEGORY: Secondary Vocational Programs, Section 120

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PROJECT DESCRIPTION

This project was intended to provide the services of two vocational teachers and an aide to help the teachers at the Swenson Skills Center utilize the PIVOT individualized instructional system, which is to be used throughout the skills centers. The personnel would have taught individual teachers at Swenson the various ways of utilizing the PIVOT sound-on-slide system in their classrooms.

PROJECT HISTORY

This was a new project, which was to have started operating during the 1977-78 project year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

To hire two teachers and an aide to implement PIVOT curricula at the Swenson Skills Center.

PROJECT IMPLEMENTATION

Funding approval for this project was not received until the end of March, 1978, and approval for the hiring of personnel was not received until the end of April. This did not allow enough time, in the opinion of the project manager, to hire the required personnel and then allow them to be of help

to the teachers at Swenson by the end of the project year, in June, 1978. Accordingly, the project was terminated in April. Funds for the project were not expended, and the State Department of Education was so notified.

## IMPLEMENTATION OF YOUTH ORGANIZATION

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Howard Leight

LOCATIONS: All secondary comprehensive, area vocational-technical, and skills centers

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $43,329.00

PROPOSAL NUMBER: 87-8009

CATEGORY: Vocational Student Organization Activities, Subpart 2

### PROJECT DESCRIPTION

This program was designed to provide vocational students with organized assistance in developing their leadership potential, and to expand the current school district's youth organizations to all Philadelphia comprehensive senior and area vocational technical high schools. Membership in these youth organizations was designed to provide students with an opportunity to (1) exchange ideas with other students at the local, district, state and national level; (2) participate in the democratic process through campaigns, speeches, nominations, and elections of local, district, state and national officers; (3) participate in the planning and execution of fund-raising activities which finance student activities; (4) participate in competitive events within their vocational interest; (5) participate in volunteer and community-service activities; (6) receive recognition for outstanding accomplishments in their area of interest; (7) participate in leadership development conferences; (8) meet and talk with outstanding leaders in their area of interest; and (9) plan and publicize youth organization activities.

### PROJECT HISTORY

This was a new project, first funded during the 1977-78 project year.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

The division of Career Education is proposing a three-year implementation program with the following objectives:

1. Establish one chapter of Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Vocational Industrial Clubs of America (VICA), and Future Homemakers of America/Home Economics and Related Occupations (FHA/HERO) in every vocational and senior high school. Ten new chapters to be established each year.

2. Establish one chapter of Future Farmers of America (FFA) at Lincoln High School during the 1978-79 school year.

3. Develop leadership potential and reinforce vocational skill development of participating students through youth club activities; competitive events; and attendance at regional, state and national conferences.

## PROJECT IMPLEMENTATION

Assignment of a youth organization coordinator did not take place until late in the school year because of the delay in receipt of funding approval. However, a youth organization coordinator was selected who, in the opinion of personnel from the Division of Career Education, had previously demonstrated competence in coordination and supervision of student activities, and who had participated in co-curricular developmental student leadership activities. After this selection had taken place, the coordinator identified schools and personnel within the schools to function as youth organization sponsors.

The initial staff development workshop, while delayed considerably, was held as planned. Activities included speeches by Dr. John W. Struck, State Director of the Bureau of Vocational Education, and Dr. T. Dean Witmer, Chief of Program Development of the Bureau of Vocational Education. Individual program sessions were conducted by a number of program specialists from the same Bureau. Presentations were also made by administrative personnel from both schools and the Division of Career Education. At the conclusion of the two-day staff development session, a questionnaire was given to the participants in which their views of this workshop were solicited. A summary of the responses

to this questionnaire are contained in the evaluation question section of this report.

Subsequent program activities included sending thirteen teachers to the FBLA State Leadership Conference, sending three teachers to the National DECA Conference, sending four teachers to the Pennsylvania DECA Officer training sessions, and sending three teachers to the FBLA Advisor Training Workshop in Shippensburg.

In addition, the project coordinator was able to bring together resource persons from the Temple University chapters of VICA, DECA, and FBLA with teacher-sponsors to share ideas and activities.

A second, follow-up, workshop was held in June, as planned. Results of this workshop are also contained in the evaluation questions section, as indicated in the proposal.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Were ten new chapters of either DECA, FBLA, VICA or FHA/HERO established in the specified secondary schools?

Records were maintained by the project manager of chapters which have been established in the participating schools. Thirty-five organizations in twenty schools were established according to the following breakdown: 17 chapters of Future Business Leaders of America, 5 chapters of Vocational Industrial Clubs of America, 5 of Distributive Education Clubs of America and 8 of Future Homemakers of America/Home Economics and Related Occupations.

The list by school is as follows:

Table 1

Youth Organizations Established for 1978-79 School Year

| School | Organization/s Established | School | Organization/s Established |
|---|---|---|---|
| Bartram | FBLA - VICA<br>DECA<br>FHA/HERO | Northeast | FBLA<br>FHA/HERO |
| Bok | FBLA | Olney | DECA |
| Dobbins | FBLA | Overbrook | FBLA |
| Frankford | FBLA<br>FHA/HERO | Roxborough | FBLA |
| Furness | FBLA | Swenson | FBLA<br>FHA/HERO<br>VICA |
| Gratz | FBLA | Taggert | FHA/HERO |
| Kensington | FBLA - VICA<br>DECA<br>FHA/HERO | University City | FBLA<br>FHA/HERO |
| King | FBLA - VICA<br>DECA<br>FHA/HERO | Washington | FBLA |
| Lincoln | FBLA | William Penn | FBLA |
| Mastbaum | DECA<br>FBLA | | |

2. What activities were performed by each of the participants to initiate chapters of these organizations within their respective schools?

A questionnaire was sent to those participants who had attended the first staff development sessions to ascertain what activities had been performed to effect creation of new chapters. In general, the teachers utilized similar procedures in an attempt to create new organization chapters. Each teacher surveyed the student body to ascertain the degree of interest in co-curricular activities as part of their classroom concept of including a co-curricular student organization as part of their classroom activities. Teachers also received materials from the national and state organizations which outlined some steps in the creation of these organizations. Department heads were contacted and roster arrangements were made, where appropriate and possible, for next year. In

some cases, steps have already been taken so that students have already become members of these organizations.

3. What problems occurred in the implementation of instructors' plans to establish these organizations?

While several of the sponsors reported that no problems were encountered, one problem was listed by a few of the individuals. That problems was listed as the issue of fund raising. It was mentioned by these sponsors in response to the question on the follow-up form and also discussed by principals and department heads at the second staff development session to which school administrators had been invited. Principals, in particular, discussed the many competing organizations within the school whose attempts at fund raising created problems within the school. While this problem was discussed at some length with officials from the state, no resolution was suggested which met with full approval. However, the principals agreed to make every effort to find solutions which would work within their respective school settings.

4. What were the attitudes of the participants toward the two staff development sessions?

Both staff development sessions received enthusiastic support from the teachers who participated. During the first staff development session, 33 instructors and 11 department heads met with state officials and central office administrative staff. Questionnaires administered to this group indicated strong support both for the philosophy of the organizations and for the suggested activities to be considered in project implementation. Eighty-one percent of the participants said that the sessions were "very valuable"; the rest of the individuals indicated that they thought they were "valuable." Topics which were considered to be thoroughly covered by a majority of participants were philosophy of the respective youth organizations, ideas for students fund-raising activities, relationship of local chapters to state and national organizations and availability of resources utilized in club activities. Topics considered

to be less adequately covered were ideas for motivating students to both join and remain active, and elections.

At the conclusion of the second staff development session, the teachers were interviewed by the project director and evalutor. Responses to the sessions were positive, citing in particular the attention paid to specific concerns raised by the teachers. Prior to these sessions, the project director solicited a list of questions from prospective advisors and prepared a list which was common to all of them. The small group sessions (divided by organization) covered specific solutions or procedures to answer these questions and the participants expressed overwhelmingly strong agreement that the speakers provided relevant, necessary information. Strong agreement was also expressed that staff development objectives were clearly stated, and met.

The only negative expressions of the value of staff development sessions came from a few of the principals who did not feel that State officials had sufficient understanding of the problems associated with establishing youth organizations in large city schools. While they believed their own concerns as administrators were not addressed, they nevertheless expressed the value of these sessions to potential sponsors, and, of course, of the organizations themselves to the students.

Attainment of Objectives

In that regard, the program established even more chapters of four organizations than had been proposed in the original proposal. The one Chapter of FFA which was listed as an objective in the current proposal had a planned implementation date of 1978-79. Since one of the objectives in the 1978-79 proposal is to create such a chapter, it is assumed that such an objective is still considered to be one of the goals of this program. As previously stated, the process objectives were achieved, and the schedule for full program implementation in three years appears to be a realistic and

reasonable goal, capable of being achieved.

Conclusions and Recommendations

Despite late funding, project accomplishments were considerable. A larger number of organization sponsors were solicited than had been anticipated according to the proposal guidelines. The responses to workshops were generally favorable, and student interest in co-curricular activities was considered to be high.

However, since project implementation in the schools is not anticipated until the second and third years of the project, the objective which has direct impact upon students cannot be assessed. Therefore, no conclusions and recommendations are possible at this time. However, it is critical that guidelines be established for implementing curricula and/or other club activities designed to promote leadership and reinforce vocational skill development. Goals for student achievement need to be clearly stated, especially since each instructor will adapt suggested organization activities to the abilities and interests of the students, and to the conditions prevalent within the school itself.

INDIVIDUALIZED INSTRUCTION FOR SPECIAL/VOCATIONAL EMR PROGRAMS (AIMS)

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PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATIONS: Carroll Occupational School and Kane Occupational School

NUMBER OF STUDENTS SERVED: 130

BUDGET: $ 19,946.00

PROPOSAL NUMBER: 76-8038

CATEGORY: Handicapped, Section 110a

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PROJECT DESCRIPTION

The objectives of this project related to providing individualized learning experiences to approximately 200 EMR secondary age students at the individualized Prescription Centers located in two schools. Another component of this project was to involve the duplication of packets and activities, currently available at the Carroll Occupational School, for use at the Kane Occupational School.

PROJECT HISTORY

This project was initiated in February, 1972. Individualized instructional packets, to be used in conjunction with computer terminals planned for location in the two schools, were devised. Students at the Carroll Occupational School made use of the developed packets and were awarded certificates upon their successful completion of the materials. During the 1976-1977 school year, however, the previously installed computer terminal was removed from the Carroll School for budgetary reasons. The packets, nevertheless, could still be used, and plans were made to duplicate them for use at the Kane Occupational School.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide individualized learning experience for up to 200 Educable Mentally Retarded (EMR) secondary age students through participation in the Individualized Prescription Centers at the Carroll and Kane Occupational Schools.

2. To provide the Kane School I.P. Center with the instructional packets and learning materials similar to what is currently in effect at the Carroll School. The above packets and activities have been written in the defined areas of restaurant practice and tailoring encompassing the generalized basic objectives of vocational competency.

PROJECT IMPLEMENTATION

Four observations were conducted of this project during the 1977-1978 school year. During the two visits at the Carroll Occupational School students were observed using the AIMS materials. Cassette tapes relating to restaurant practices were being played by the pupils on an individualized basis while they made use of individual viewers. Interest on the part of the students appeared very high on both occasions. The paraprofessional teacher aide was enthusiastic about the program. Since assuming the position in October, 1977, she had prepared 24 additional tapes to supplement the AIMS materials. The situation at the Kane Occupational School was somewhat different from that at Carroll. During the first visit, due to the teacher aide's absence, no students were observed. A lengthy discussion with the school principal, however, disclosed that less than 40% of the AIMS materials, that were to have been duplicated, were received. Repeated efforts to expedite this duplication have failed. The second observation was made in the classroom where students were observed making use of tapes and cassettes in the "World of Work" series. Like her colleague at Carroll, the aide provided seven full periods of instruction per day to students, but lacking the AIMS materials, the Kane teacher had to utilize supplementary materials which were less occupational in content. Although the students working as a unit appeared to understand the tapes and booklets, the content of the materials did not relate as well to the type of instruction being provided in the school's shops.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How were students from the Carroll and Kane Schools selected to participate in the AIMS program?

At the Carroll Occupational School, which is a facility for EMR boys

between the age of 16 and 21, the AIMS program was made available to all students enrolled in the Restaurant Practices and Tailoring sections. Participants attended classes in groups numbering about five students once a week. At Kane, which houses EMR boys and girls 14 to 18 years of age, all the shops sent their pupils to the AIMS activity, but it was reserved for the older students. About six pupils per 45 minute period came to the aide on a daily basis.

2. What types of individualized learning experiences were provided for the students at Carroll and Kane?

As mentioned, the Carroll Restaurant Practice and Tailoring students completed AIMS packets relating to these occupations on an individualized basis. Upon the successful completion of each packet, pupils were awarded certificates. In addition to the occupational material, all students completed the packet entitled "Accepting Responsibility." The Kane students likewise received instruction on an individualized basis, but on occasion the aide utilized a traditional approach and worked with a class of students on the completion of a cassette of material.

3. How many students were enrolled in the Individualized Prescription Centers at Carroll and Kane?

Carroll had 62 students enrolled in the AIMS program, whereas 68 Kane students participated in it.

4. In what instructional areas did students complete objectives this year, and how many objectives did each student complete?

As of June 8, 1978, as indicated in Table 1, the Carroll AIMS students had completed the following packets:

Table 1

AIMS Packets Completed by Carroll Students

| Title of AIMS Packet | Number of Students Completing Packets |
|---|---|
| 1. Individual Prescription Center Orientation | 46 |
| 2. Accepting Responsibility | 28 |
| 3. Social Attitudes | 17 |
| 4. Basic Terminology in Tailoring | 6 |
| 5. Tailoring Requirements and Attitudes | 3 |
| 6. Food Services Operations | 2 |
| 7. Supervising Food Service Operations | 2 |
| 8. Personal Qualifications | 1 |
| 9. Food Service Careers | 1 |
| 10. Kitchen Job Staircase | 1 |
| 11. Health Habits | 1 |
| 12. Sight Vocabulary | +1 |

Total Number of Certificates Awarded: 109

Table II indicates the breakdown of pupils enrolled in the Carroll AIMS program who successfully completed one or more packets of the materials:

Table II

Number of Packets Individually Completed by Carroll Students

| Number of Packets | Number of Students |
|---|---|
| 1 | 23 |
| 2 | 11 |
| 3 | 11 |
| 4 | 4 |
| 5 | 3 |

As of June 6, 1978, the AIMS students enrolled at Kane had completed approximately eight of the sixteen packets of materials in the "World of Work" series. Certificates were not awarded for this accomplishment.

5. Was the new I.P. Center at Kane provided with the same instructional materials as the ones at Carroll School?

As was mentioned, efforts at duplicating the Carroll AIMS materials for use at the Kane School did not succeed. Administrative personnel blamed this failure on their own lack of funds, as well as the allegation by a school principal and a project manager that this endeavor had been funded previously for completion by the Division of Instructional Systems of the School District of Philadelphia.

ATTAINMENT OF OBJECTIVES

Paraprofessional teacher aides provided individualized instruction to 130 EMR students enrolled at the Carroll and Kane Occupational Schools. Where AIMS materials were lacking, appropriate supplementary materials were utilized by the students. Both aides appeared qualified and interested in assisting pupils to understand the instructional content of the tapes and booklets being used. Although the duplication of necessary materials was not accomplished, project management, as of this writing, has received from responsible individuals the assurance that this objective will be attained during the early fall of 1978. All interested parties appear to understand the gravity of the situation and realize the importance of equipping the Kane School with the materials that have been successfully used at Carroll.

CONCLUSIONS AND RECOMMENDATIONS

Other than for the aforementioned concern in regard to the duplication of the AIMS materials at the earliest possible date, project management is urged to continue its high degree of cooperation with the staffs of the Carroll and Kane Occupational Schools to help insure the success and integrity of the AIMS project.

## AN INDIVIDUALIZED SYSTEM FOR THE DISADVANTAGED

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Dr. Sylvia Charp

LOCATION/S: Randolph Skills Center

NUMBER OF STUDENTS SERVED: 90

BUDGET: $111,346.00

PROPOSAL NUMBER: 13-7875

CATEGORY: Disadvantaged, Section 110B

### PROJECT DESCRIPTION

The purpose of this project was to identify all academically disadvantaged students (i.e., those with C.A.T. scores below the 25th percentile) attending Randolph Skills Center, and implement a system to create individualized instructional programs for them based on their attainments, abilities, and skills. These students were also to be provided information concerning the skills they needed to master in order to achieve their own vocational goals. In addition, a system was to be devised enabling students to be directed to available learning stations, in order that the skills center's facilities could be utilized efficiently.

### PROJECT HISTORY

This year's project represented a variation of last year's, whose main objectives had been the identification of 50 academically disadvantaged students at Randolph Skills Center, and the development of a system by which such students' instruction with individualized (PIVOT) materials could be managed successfully. According to the Final Report on An Individualized Vocational Instruction for the Disadvantaged (IVID), the objectives of the project were essentially achieved, but due to the late funding of the project, students had not actually been instructed according to the management system that had been devised.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

A. Identify all disadvantaged students attending the A. Philip Randolph Skills Center and record their learning difficulties and occupational goals.

B. Implement a system to create individualized programs based on student's attainment, abilities, and skills.

C. Students will:

1) know the skills required for a family of occupations and their own specific vocational goal.

2) know their relative position in the curriculum and the likelihood of their attaining their goal in the time available at the Skills Center.

3) be presented with alternate kinds of instruction when appropriate to their individual requirements.

4) be directed to learning stations so that available facilities are used efficiently and fully.

PROJECT IMPLEMENTATION

Due to lengthy delays in funding approval, this project did not get underway until April, 1978. Interviews and phone conversations were conducted by the evaluator with several staff members to ascertain the progress of the project. No observations were conducted at the Randolph Skills Center to determine the degree of project implementation.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Were educationally disadvantaged students (i.e., those with C.A.T. scores below the 25th percentile) at the Randolph Skills Center identified?

By the conclusion of May, 1978, a total of 276 Randolph Skills Center students out of a total school population of 800 had been identified who met the forementioned criteria of being academically disadvantaged. The process of identification was completed by means of a computerized check of the Randolph student files maintained at the skills center. The program to check these files had been devised during the first year of this project's operation.

2. Was a record made of the forementioned students' specific learning problems, problems in basic skills, and their occupational goals?

3. Were the students provided with information concerning the skills required for the family occupations related to their own specific goal and information about their relative position in the curriculum (i.e., how many skills they would have to master to achieve their vocational goal)?

Two guidance counselors at Randolph Skills Center prepared an instrument and began interviewing the identified disadvantaged students in early June, and continued the process until the conclusion of the school term. Approximately one-third of the 276 identified students were provided with information concerning the skills they would have to master in order to achieve their vocational goals.

4. Was a system implemented to create individualized programs for the disadvantaged students, based on their attainments, abilities, and skills?

5. Were students provided with alternate kinds of instruction when appropriate for their individual requirements?

The system to create individualized programs for academically disadvantaged students was devised. It was field-tested and determined to be fully operative. The system was never implemented, however, due to the late date on which the student identification process was completed. Hence, no students during the current school year were provided with alternate kinds of instruction when appropriate for their individual requirements.

6. Was a system provided by which students could be directed to available learning stations, so that the skills center facilities were utilized efficiently?

The system for the efficient utilization of the facilities at Randolph Skills Center was devised. Like the system to create individualized programs, however, it did not function during the current school year. It is anticipated that the system will be put into operation this forthcoming fall, but will function for the benefit of all Randolph Skills Center students and not just for those identified as academically disadvantaged.

ATTAINMENT OF OBJECTIVES

Objectives as outlined the project proposal were not attained. As was the case last year, although the identification process of the academically disadvantaged students was completed, nothing was accomplished in providing them with the type of specialized instruction envisioned in the proposal. At best, approximately 90 students at Randolph Skills Center were interviewed by guidance counselors and provided additional vocational counseling and information.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations about An Individualized System for the Disadvantaged are difficult to make in view of the degree of implementation realized due to its late date of inception. The question, nonetheless, may be raised as to the advisability of project management launching this project in April, 1978, when the very nature of the project rendered its possibility of success very remote. This is especially difficult to understand in view of the fact that this project was impeded during its previous year of operation by the identical time constraints which resulted in no actual instructional benefits being derived by the academically disadvantaged students of the Randolph Skills Center whom the project was funded to serve.

## INSTALLATION OF INDIVIDUALIZED COMPETENCY BASED INSTRUCTION FOR DISADVANTAGED STUDENTS IDENTIFIED AS POTENTIAL DROPOUTS

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PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. John Maier and Mr. Douglas Mahoney

LOCATIONS: Bok, Dobbins, and Mastbaum Area Vocational Technical Schools

NUMBER OF STUDENTS SERVED: 658

BUDGET: $ 180,230.00

PROPOSAL NUMBER: 88-8007

CATEGORY: Special Disadvantaged, Section 140

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This project functioned in cooperation, and under contract with the Center for Vocational Education of the Ohio State University. There were three components of the project. The first involved 33 teachers who provided individualized instruction and counseling to vocational education students identified as "potential dropouts" on the bases of their failing grades, absenteeism, and/or low C.A.T. reading and math scores. Students met with their instructors before or after school hours. The second component consisted of 12 teachers who field-tested career awareness simulations with their classes in the clusters of Arts and Humanities, Health and Welfare, Product Services, and Education. These materials, devised by CVE, were used in the teachers' classrooms under normal classroom conditions. A third group of teachers, numbering 6, field-tested the CVE career planning system. Like the simulations, these packets had been pilot-tested in the Philadelphia public schools during previous school years, and are scheduled to be revised in accordance with student and teacher reaction to them.

PROJECT HISTORY

The current school year marked the fourth year that the School District of Philadelphia worked in conjunction with the Center for Vocational Education.

During previous school years teachers pilot- and field-tested career awareness simulations in the clusters of Construction, Natural Resources, Communications, Trade and Finance, Personal Services, Government, Manufacturing, and Recreation and Entertainment. The career planning system was likewise tried out in a variety of classrooms. This year's project activity of having teachers work directly with a specifically identified group of students, using materials that were to be provided by CVE, however, represented a new aspect of the program.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

Objectives

Product

a. To provide alternative instructional materials to vocational students such that at least 75% of project participants demonstrate increased mastery of a curriculum as determined by the shop instructor.

b. To decrease the absenteeism of project participants as indicated by a comparison of past and present attendance records.

Procedures

A. Identification and prevention of potential dropouts (to be accomplished by the School District)

1. Students who have been identified as potential dropouts will be encouraged to continue their education through participation in this program, by receiving special supportive services.

B. Implement individualized, competency based skill development programs (to be accomplished by Center for Vocational Education)

1. To implement cluster curricula based on performance objectives.

2. Specify learning experiences and activities for meeting performance objectives.

3. Implement procedures for management of individualized instruction in shops and laboratories.

4. Prepare a report describing program progress and recommeding next steps.

C. Completing the field testing of Curriculum Programs which have been under development (to be accomplished by Center for Vocational Education)

1. Complete the implementation of the final components of Exploration and Vocational Planning Systems.

2. Prepare final evaluation reports describing programs effectiveness and recommending installation patterns.

3. Provide camera ready copy of all materials, and directions for printing and assembling, to facilitate local reproductions of materials.

D Implementing Vocational Education Programs for students who have special needs (to be accomplished by School District of Philadelphia)

1. Implementing the Vocational Exploration Program and the Vocational Planning System to meet the needs of disadvantaged students.

(a) This project will directly serve 3,242 students, 38 teachers and 10 department heads who will use the curriculum materials developed for disadvantaged students.

(b) The School District of Philadelphia, Office of Career Education Planning and Development will enter into a contract with the Alliance for Career Education, The Ohio State University. The Office of Career Education Planning and Development will be responsible for the overall operation and maintenance of the program. These responsibilities will include the selection of schools, teachers, identification and selection of disadvantaged students and the assignment of all personnel.

(c) The Alliance for Vocational Education, O.S.U., will provide materials for teachers, supervisors and administrators who will be installing individualized instructional modules for disadvantaged students into vocational curriculum used in shops and laboratories.

The Alliance will provide an annotated catalog of available individualized instructional units, audio-visual and print-oriented, based upon hierarchial relationship of related occupations that can be used by/for various types of disadvantaged students.

The Alliance will prepare instructional materials for teachers for their use with disadvantaged students.

PROJECT IMPLEMENTATION

This project was particularly hindered by its late funding. Activities did not get underway until April 29, 1978 when 46 Philadelphia educators met with project management and representatives from the Center for Vocational Education to implement the project. The teachers scheduled to work before or after school were instructed to identify students in their own classrooms who

met the criteria of "potential dropouts" stated in the project proposal. Materials to be used with these youngsters were promised by CVE. The other two groups of teachers were given the planning system packets and the career simulations in order that the field-testing of these materials could be commenced. This staff development meeting, along with the one held on June 3, were observed by the evaluator. In addition, three meetings were conducted in May, with the final wrap-up session taking place on June 10, 1978.

Observations of individualized instruction for "potential dropouts" were made during the first two weeks of June. A total of fourteen observations (or attempted observations as will be explained later) was conducted of this activity at all three of the area vocational technical schools involved in this project. In addition, three classes were observed field-testing the career planning system. And five instructors, who had used the career awareness simulations with their students, were interviewed by the evaluator to determine their reactions to the materials.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students received competency based instruction as a result of their participation in this project?

According to project management, a total of 658 students participated in this project. This figure not only includes those individuals identified as "potential dropouts" who received instruction and counseling before or after regular school hours, but also the pupils who were involved in the field-testing of the CVE career awareness simulations and career planning systems. Although this total number falls far short of the project 3,242 "potential dropouts" that were to be served, the brief period of time that this program functioned during the school year must be taken into consideration when assessing this figure.

2. As indicated in the project proposal, did students from private, non-public schools participate in all aspects of this project?

According to project management, in April, 1978, a memorandum was forwarded to the Superintendent of Schools of the Archdiocese of Philadelphia inviting the participation of Catholic school students in this project. This offer was later declined because it was felt that participation commencing so late in the school year would probably prove to be of limited assistance to Catholic school students.

3. Were students selected for participation in this project in accordance with the criteria specified in the project proposal, i.e., "...academically disadvantaged youth are those who have demonstrated an inability to succeed in a regular education program as determined through teacher and counselor recommendations, unsatisfactory grades, grade placement relative to chronological age and absenteeism. Students are also considered academically disadvantaged if they performed at two or more years below grade level in reading or math on their last California Achievement Test Score."?

On June 10, 1978, participating teachers attended a staff development meeting where they were requested to complete a detailed questionnaire. Asked if the students whom they selected specifically for this project met the above criteria, all 37 respondents replied in the affirmative.

4. Did at least 75% of the students participating in this project demonstrate increased mastery of a curriculum, as determined by the shop instructor?

On the forementioned questionnaire, the teachers were asked, "Did at least 75% of your participating students demonstrate an increased mastery of the curriculum in your area?" To this question, 36 teachers replied "Yes," 1 teacher replied "No."

5. What special supportive services were students selected for participation in this project provided by project teachers?

All three schools participating in this project were visited during the early part of June. Observations to determine supportive services for pupils proved generally unsatisfactory, from the point of view of the evaluator. Of the 14 visits conducted when instruction was scheduled for "potential

dropouts," on only two occasions were teachers observed with students in attendance: on the first occasion one pupil in a sewing class, and on the second visit three pupils in a drafting class were observed obtaining individualized instruction. On nine occasions, the teachers were located, but had no "potential dropouts" to instruct. And finally, on three occasions, neither teachers nor "potential dropouts" could be found in the classrooms where they were scheduled to meet.

When asked by the evaluator why student participation in this aspect of the program appeared poor, a variety of answers was received from teachers. Most commented that their "potential dropouts" had previously participated regularly, received vocational remedial assistance, and such students no longer felt that they were in need of continued supportive services. A few teachers, however, expressed negative opinions about the project. They felt that it was unrealistic to expect "potential dropouts" to seek help at this late date by coming in before or after school when it was highly unusual for them to attend during regular school hours. Lack of participation was also attributed to racial tensions in one school neighborhood which allegedly rendered student attendance in before- or after-school activities to be ill-advised.

6. What competency based skill development program materials were made available to students participating in this project by the Center for Vocational Education of the Ohio State University?

Because of the late implementation date of this project, it was not until May, 1978 that some of the teachers requested specific materials from the Center for Vocational Education. By the conclusion of the current school year, in late June, none of the instructional materials had been received by the teachers, although project management maintained that such materials had been ordered by CVE, and presumably will be delivered to the teachers in September.

7. Did the Center for Vocational Education of the Ohio State University, in accordance with the project proposal,

   a) prepare a report describing the project's progress and recommending next steps?

   b) prepare final evaluation reports describing programs' effectiveness and recommending installation patterns for the CVE Exploration and Vocational Planning Systems?

   c) provide camera ready copy of all materials, and directions for printing and assembling, to facilitate local reproduction of materials?

As of August 28, 1978, no report describing the project's progress and recommending next steps had been received by the School District of Philadelphia from the Center for Vocational Education; nor has CVE prepared final evaluation reports describing programs' effectiveness and recommending installation patterns for CVE materials. To date, the School District has received camera ready copies of 4 of the 12 career exploration simulations, and the career planning system designed for use in the junior high school grades.

8. In what activities did participating teachers engage during staff development meetings?

Each of the two meetings, observed by the evaluator on April 29 and June 3, lasted approximately four hours in length. Project management and representatives from the CVE were in attendance, as well as 46 teachers at the first meeting and 28 at the second. At both sessions CVE representatives discussed the scope of CVE instructional materials, and the role Philadelphia teachers have played in their development and testing. The concept of competency based instruction was extensively explained, with teachers given the opportunity to devise some instructional modules to determine whether competency based instructional criteria had been met. During the first meeting the teachers displayed a high degree of enthusiasm and interest about the project. This appeared to have waned somewhat by the time of the June gathering, when teachers were candid about the difficulties some of them were experiencing

with the "potential dropout" component of the project.

9. In what manner were CVE materials, designated for field-testing, used in the classroom?

Two observations were conducted of the career planning system being tested in ninth grade classes. As in previous years, student interest in these CVE materials appeared minimal. Much of the activity was teacher-directed, and in the one instance where this direction was lacking, a degree of confusion was in evidence. A third teacher, whose class was not observed, felt that the career planning system materials were essentially worthwhile, but too difficult for the average Philadelphia student for whose use they were intended. The booklets required too much writing and teacher explanation, and students quickly lost interest in the suggested activities. The reactions of the five teachers interviewed who field-tested the career awareness simulations, however, were more favorable. The general consensus was that student career awareness had been increased as a result of participation in the simulations. Although the reading level was felt to be too high, the teachers stated that student enthusiasm rapidly increased once the reading was completed and students could engage in the various activities that comprised the simulations.

ATTAINMENT OF OBJECTIVES

Project objectives, as stated in the proposal, were attained to a partial degree. The field-testing of the CVE career awareness simulations and the career planning materials was accomplished. But, as was the case last year, the Center for Vocational Education of the Ohio State University failed, to date, to provide contracted reports, evaluations, and camera ready copies of all materials that had been field-tested and revised. Instructional materials promised to participating teachers never arrived in time because of the late date of the inception of this project. This latter circumstance was likewise the reason for the failure of involvement by non-public school students in

this project. In the opinion of their shop instructors, "potential dropouts" did profit from the supportive services funded by this project, but the total number of students in no way approached the targeted figure of 3,242. In view of the fact that this aspect of the project functioned for less than six weeks and at the very conclusion of the school year, it is impossible to assess the long-range effectiveness, if any, of this project in limiting the number of "potential dropouts" in the participating area vocational-technical schools.

CONCLUSIONS AND RECOMMENDATIONS

Blame for the failure of this project to attain its proposed objectives rests, to a large measure, with the lengthy delay the project experienced in receiving its funding. Project management, nonetheless, may wish to re-assess for future endeavors of this type their selection of participating schools. The choice of a facility that is allegedly not accessible to students before or after regular school hours because of extenuating circumstances should be avoided. The role of the Center for Vocational Education of the Ohio State University, likewise, needs to be re-evaluated in view of its performance of contracted obligations. Finally, a project of this type requires more stringent monitoring by project management to determine that supportive services for students, in fact, are being provided by participating teachers.

ITINERANT VOCATIONAL EDUCATION REMEDIATION FOR DISADVANTAGED STUDENTS

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PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mrs. Millicent Hartsfield

LOCATIONS: Germantown, Overbrook, and West Philadelphia High Schools

NUMBER OF STUDENTS SERVED: 276

BUDGET: $305,848.00

PROPOSAL NUMBER: 68-8001

CATEGORY: Disadvantaged, Section 110B

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PROJECT DESCRIPTION

Approximately 1000 tenth, eleventh, and twelfth grade academically disadvantaged students, enrolled in vocational programs in high schools and area vocational technical schools, were to be provided individualized remedial instruction from teachers housed in three mobile units. Students were to be selected on the bases of their deficiencies in mathematics, language, and/or basic vocational skills. As originally intended, the mobile units would be moved from school to school, remaining at each site for approximately six weeks. Students would receive, on the average, eight hours of instruction per week.

PROJECT HISTORY

The current school year was the first for which this project received funding.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

General Objective: The overall objective of the program is to help students acquire job skills and overcome basic deficiencies in math application and language usage, comprehension, and interpretation so that they may succeed in their regular vocational education programs.

Behavioral Objectives: After completing each individualized prescribed remediation unit, the student will demonstrate his/her proficiency in math or language skills by successfully answering 85% of the posttest questions related to the specific unit objectives. At least 80% of the students served by this program will

reach the prescribed level of achievement and will demonstrate that they have overcome their math and language disadvantagement by successful performance in regular vocational programs.

PROJECT IMPLEMENTATION

The uncertainty of the funding of this project was particularly detrimental to its achieving its objectives. The first mobile unit did not begin servicing students until March, 1978. The period of time in the school year prior to this, however, was devoted to the accomplishment of a number of tasks. While the three mobile units were being specially outfitted, staff members identified curriculum materials and tools needed for the remedial instruction of the pupils. A great deal of time was spent with their meeting with shop instructors, guidance counselors, and school administrators to determine the academic needs of the disadvantaged students. When these aspects of the project implementation were completed, the staff members carefully went through the lists of potential students, submitted by the three schools scheduled to be serviced in the time remaining, to make certain that the students were indeed eligible for participation in a remedial program in accordance with the criteria stated in the project proposal.

By June 1, 1978, the three mobile units had been placed at comprehensive high schools and were providing instruction to students. All three were observed by the evaluator. A total of 7 students were counted receiving instruction during the three visits, and this attendance was deemed poor by the staff members and the evaluator. This lack of student participation might be attributed to the fact that many students may have concluded that attending remedial classes so late in the school year represented a waste of time and effort. Another possible explanation might relate to the fact that the students recommended for the program attended on a voluntary, rather than required basis. Finally, the administrative staffs of all three high schools had submitted

lists of potential students which contained large numbers of pupils who seldom, if ever, attended school. Assigning such students to this program and expecting them to participate in it would appear to have been somewhat unjustifiably optimistic. Whatever the exact causes of the limited participation at the three schools observed, it must be emphasized again that this program was indeed handicapped by the late date it got underway.

Facilities were felt to be excellent by the staff members. All the equipment and materials were new, and were housed in well-designed and spacious units. The staff members appeared interested in the program's achieving its objectives.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Were students selected for participation in this project in accordance with the eligibility criteria specified in the project proposal, i.e., that the student demonstrate an inability to succeed in the regular program as determined by unsatisfactory grades, grade placement relative to chronological age, and absenteeism; or, that the student's results on the last administration of the California Achievement Test in reading or math be below the 25th percentile?

According to project management, once the three schools had been chosen which felt that the mobile units might have some effectiveness at so late a date in the school year, the staff members received lists of students who met the criteria for eligibility. When it appeared that some of these lists were possibly inaccurate or simply too lengthy, the staff members re-checked the lists to determine that pupils were indeed eligible for inclusion in the remedial instruction program. Hence, according to project management, all pupils who took part in this project met one or more of the specified criteria.

2. Were the students participating in the project, after completing individualized prescribed remediation units, able to demonstrate their proficiency in math or language skills by successfully answering 85% of the posttest questions related to the specific unit objectives?

As observed on those mobile units where instruction was being provided, the general procedure was that a student was administered a pre-test in a unit of subject area where he was deemed deficient. If he passed this pre-test

with an 85%, he would take the pre-test on the next unit based on more advanced material. At that point when he failed to achieve an 85% on a pre-test, he was provided individualized instruction in that material, and then given a post-test. If he scored 85% on it, he progressed onto the next unit of material. If he did not, he remained on the unit until he succeeded. Obviously some pupils completed more units of material than others. Every effort, however, was made to minimize the frustration caused by failure and provide the student with a sense of accomplishment when he succeeded.

3. How many students received remedial instruction as a result of participating in this project?

According to project management, as of June 1, 1978, 276 students had attended at least one session of remedial instruction provided on the three mobile units. This figure fell far short of the targeted 1000 students to be served.

4. What opinions of this project were expressed by those collaborating teachers whose students participated in this project?

No attempt was made by the evaluator to elicit opinions of the project from collaborating teachers. It was felt that the brief period of time that the project actually functioned as intended minimized its effectiveness, and consequently the opinions of those teachers, whose students participated in the remedial instruction, would be of limited value.

ATTAINMENT OF OBJECTIVES

Insofar at this project, in spite of many frustrating delays, was finally launched, its objectives were attained, albeit to a limited degree.

CONCLUSIONS AND RECOMMENDATIONS

A complete assessment of this project, as well as recommendations as to how it may be improved, will have to wait until the project has had the opportunity to function for a longer period of time. For the present, however, the project management might give some consideration to the following questions:

1. Would the value of the instruction be enhanced by requiring academically disadvantaged students to attend these remedial classes, instead of leaving the choice up to the pupils on a voluntary basis?

2. Instead of remaining at one school for a period of six weeks, as planned, would the effectiveness be increased by remaining for a shorter period of time at each school (thereby servicing more schools), and re-visiting those schools the second semester of a school year that were serviced during the first?

3. Might instructional time be put to greater use if all pupils recommended for this remediation program came to the mobile units with lists of their academic deficiencies to be remedied that had been prepared in advance by their collaborating vocational shop teacher?

JOHN F. KENNEDY AVTS, POST-SECONDARY

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PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Albert Barenbaum

LOCATION/S: John F. Kennedy Area Vocational-Technical School and James Martin School

NUMBER OF STUDENTS SERVED: 885

BUDGET: $306,598.00

PROPOSAL NUMBER: 74-8012

CATEGORY: Post-Secondary and Adult, Section 110C

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PROJECT DESCRIPTION

This program provided vocational training in 13 occupational fields for youth and adults. The program was based on the concept of individualized instruction; each student was allowed to progress at his own pace, with no precise time limits for completion of courses. Students who completed a course received a "Certificate of Proficiency" for tasks in that occupational field. The ultimate objective of the program was for each student to become proficient enough in an occupational area to be able to enter the labor market in a related field. Applicants to the school were provided with an opportunity for diagnostic vocational evaluations, and upon completion of a prescribed training program were provided with job placement assistance, mainly by their instructors.

PROJECT HISTORY

This program has operated since April, 1972. Previous evaluations have shown the program to be effective in achieving its stated objectives. It has trained students in various vocational areas and many of them have been successfully placed in jobs in those areas.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Provide training programs in 13 occupational fields.
2. Provide all students and applicants with the opportunity to receive a vocational diagnostic evaluation.
3. Provide job placement assistance for all students completing training.
4. Survey all employers who have hired students to determine whether, and to what extent, students placed have maintained or upgraded themselves in their positions.

PROJECT IMPLEMENTATION

Observation of the program showed that the various shops and classrooms were well equipped to carry out the types of vocational instruction provided by the school (the courses offered this year are listed in Table 1, below). A vocational evaluator was also on hand to interview all incoming students, administer aptitude tests, and help students with their course selection. Since most courses met five days a week for the entire school day, a student could enroll in only one course, except in the case of the Business Machine and Office Practice course and the Machine Transcription and Electric Typewriting course, which met for five half-days a week, and in which a student could be enrolled simultaneously. It was also possible for students to transfer to a different course soon after enrolling, but this was not encouraged later in the year. Enrollments were limited by the school administration to the number of students that a shop could accommodate. Enrollment in the Business Machine and Office Practice course and in the Machine Transcription and Electric Typewriting course was furthur limited due to difficulties during the year in having defective equipment repaired. On-site visits always found students to be engaged in various types of learning activities. This sort of productive atmosphere, perhaps related to the fact that enrollment in the school was entirely voluntary and that virtually all of the students were over 17 years old and in need of job training, appeared to be the normal mode of operation for the school.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were trained in each of the 13 occupational fields taught by this program?

Table 1 indicates the total annual enrollment and the average monthly enrollment this year in each of the 13 occupational areas taught by the school. The total annual enrollments were all larger than the average registers in the individual classes, because of students entering and leaving the school during the year. The total enrollment for the year, 885, was about three and a half times the average enrollment during the year, which was 254. The total annual enrollment this year was virtually identical to last year's total annual enrollment (887), and the average enrollment was also essentially unchanged from last year's figure of 260. The characteristic turnover rate for this program was based on the fact that students could leave the program to find jobs before completing an entire course of instruction, or could transfer to a different training program, and were, of course, free to leave the program at any time, because of its entirely voluntary nature. Still, as Table 1 shows, 164 students did complete an entire course of instruction and receive a Certificate of Proficiency. This figure, also, is in close agreement with last year's results, when 167 students received such certificates.

2. Were all students and applicants provided with the opportunity to receive diagnostic vocational evaluations?

The project's full-time evaluator interviewed and administered diagnostic tests to all applicants before they were placed in a subject area. The tests included written tests of ability to make measurements, to visualize three-dimensional objects in space, and to perform mathematical operations. Such tests had been given to all of the 885 students who were in classes this year, but not all of them were, in fact, tested this year, since some of them had been admitted during previous years. Altogether, the evaluator interviewed and tested about 1,100 applicants this year. This figure included those students

Table 1

Students Taking Courses at the John F. Kennedy AVTS During the 1977-78 School Year

| Course | Total Annual Enrollment | Average Monthly Enrollment* | Number of Certificates Awarded | % of Total Annual Enrollment | Number Placed in Jobs | % of Total Annual Enrollment |
|---|---|---|---|---|---|---|
| Building Maintenance | 43 | 19 | 4 | 9% | 10 | 23% |
| Business Machine and Office Practice | 166 | 21 | 37 | 22% | 8 | 5% |
| Cosmetology | 39 | 21 | 11 | 28% | 10 | 26% |
| Dental Assisting | 68 | 19 | 31 | 46% | 8 | 12% |
| Distributive Education | 61 | 19 | 5 | 8% | 15 | 25% |
| Drafting | 66 | 20 | 10 | 15% | 7 | 11% |
| Furniture Refinishing | 65 | 18 | 6 | 9% | 5 | 8% |
| Invisible Mending | 41 | 9 | 18 | 44% | 19 | 46% |
| Machine Transcription and Electric Typewriting | 151 | 33 | 14 | 9% | 8 | 5% |
| Offset Printing | 43 | 21 | 7 | 16% | 7 | 16% |
| Photogrammetry | 25 | 19 | 7 | 28% | 7 | 28% |
| Small Engine Repair | 68 | 16 | 11 | 16% | 15 | 22% |
| TV and Radio Service Technicians | 49 | 19 | 3 | 6% | 6 | 12% |
| Total: | 885 | 254 | 164 | 19% | 125 | 14% |

* Average of class enrollments at the end of each month from October, 1977 to June, 1978.

admitted to classes and those who had not yet been admitted, because of lack of vacancies.

3. Were all students completing training provided with job placement assistance?

Job placement for students was handled exclusively by the individual subject teachers, who attempted to locate jobs for their students. There was no full-time placement officer working for the project, although project personnel said they would like to have had a full-time placement officer if sufficient funding could be obtained. It was not essential that a student complete an entire course to qualify for employment; some students found jobs before completing a course, and left the school before receiving a "Certificate of Proficiency," but most of those placed by the instructors had completed an entire course.

4. How many students were successfully placed in jobs related to their training?

The number of students placed in jobs, as shown in Table 1, represents only students placed by their subject teachers, and not those who found jobs on their own. In some cases, the number placed exceeded the number of Certificates of Proficiency awarded in that area, since some students were placed before completing an entire course. This year's total number of placements (125) was less than last year's total, 186, the difference being traceable to several changes in faculty during the year. It was in the areas where faculty members were replaced or were out on sick leave that most decreases occurred in the number of placements, compared to the year before.

5. Were employers surveyed by the program to determine whether and to what extent students placed maintained or upgraded themselves in their positions?

6. What percentage of students placed maintained or upgraded themselves in their positions?

During the current school year, questionnaires were sent by the school to 75 employers of graduates in the various course areas. These questionnaires

asked the employers to rate the students in terms of skills, future advancement possibilities, appearance, attendance, and work attitudes; they also asked whether or not the employee had received a raise, promotion, or other type of upgrading on the job. In the event that the student was no longer employed, the employer was asked to indicate the reasons for his termination. While not all employers who responded to the questionnaires provided all of the desired information, responses were received concerning 37 students.

Of the 37 students, five were not evaluated by their employers, except for an indication that they no longer worked for that company. Ten other students had left their jobs either voluntarily or involuntarily, for a variety of reasons. Thus, of the students for whom reports were received, 22 (59.5%) were still working for the company with which they had obtained employment upon completion of their training at the school. Nine of these 22 students had received a raise or had been otherwise upgraded on their jobs, while the other 13 had not. Employer ratings of the attitudes and skills of the 22 students currently employed were generally "excellent" and "good." Among the 10 students no longer working at their original jobs there was a preponderance of "fair" and "poor" ratings in these same areas, especially among those whom the employer had terminated for unsatisfactory performance.

To say that 59.5% of students placed in jobs maintained or upgraded themselves would be unjustified, since only about half of the questionnaires sent out were returned. It is reasonable to expect a higher percentage of terminations among the unreturned questionnaires than among the 37 that were returned, since employers who still had a student as an employee would seem more likely to respond to the mailing than those who no longer had a former student working for them. In judging the acceptability of the job retention rate found, one must bear in mind the fact that the school enrollment consisted largely of drop-outs and unemployed youth.

## ATTAINMENT OF OBJECTIVES

As in previous years, the program succeeded in attaining its stated objectives. The only weakness observed this year, as it has been in the past, was the lack of a centralized procedure for locating jobs for students on completion of their training, but faculty members did succeed in placing students in jobs. The training and diagnostic facilities, which *are* administered, with evident concern for detail and efficiency, operated well, as they have in previous years. The evaluator's impression of the program was that it was well conceived and run, and properly designed to achieve its major objectives.

## CONCLUSIONS AND RECOMMENDATIONS

As noted under Project Implementation, enrollment in the Business Machine and Office Practice course and in the Machine Transcription and Electric Typewriting course was limited this year by difficulties in having defective equipment repaired. Since much of this equipment has been in continuous use since the school opened in 1972, the problem has been dealt with in the project's 1978-79 proposal by requesting $19,000.00 for replacement of defective equipment. This seems a wise move, and should serve to increase the productivity of the school in these subject areas. There seems every reason to believe that the presence of a full-time placement officer would increase the probability of graduates' securing employment, and employment is the main motivation for students to attend the school. In other respects, no changes appear to be needed, and the school seems well able to carry out its instructional role, as specified in its proposal.

## OPERATION OF TMR VOCATIONAL WORKSHOPS

PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATION/S: Bartlett, Brooks, Muhr, and Spruance

NUMBER OF STUDENTS SERVED: 344

BUDGET: $371,453.00

PROPOSAL NUMBER: 17-7048

CATEGORY: Handicapped, Subpart 2 - Section 110A and Special Programs for Disadvantaged, Section 140

### PROJECT DESCRIPTION

Trainable Mentally Retarded (TMR) students were provided with vocational training in a workshop setting. Contracts were solicited from local companies for work tasks which were used to train students. Students who worked on the contracts were paid on a piece work basis from funds received from the companies. Students were provided with specialized and individualized instruction in repetitive tasks in order to develop skills required for future employment. In additon to their workshop training, students learned other practical skills such as the use of money and the use of public transportation. They were taught academic skills such as simple arithmetic and reading which were related to their workshop experiences. Efforts were also made to place students after completion of training in jobs, related to their training experiences. At times the companies that offered contracts hired students for full-time factory work. Students were eligible to enter the program at age 16 and could remain until 21.

### PROJECT HISTORY

The project has been operating since the 1973-74 school year. During the first year workshops were equipped and students began training. In subsequent years, the evaluation reports indicated the workshop training increased student

proficiency in performing tasks related to assembly and packaging. Additionally, support for this project was demonstrated by private industry, from whom work contracts were solicited and used to support the training of the students.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue job training of up to 300 TMR students, ages 15-24, for packaging and processing activities.

2. To provide training suitable for job placement in private or government sector or community sheltered workshops, with a 10% placement goal.

3. To coordinate all work related class and shop offerings to provide a thorough job preparation program for the TMR.

4. To provide sufficient and varied work contracts for School District's four Assembly, Packaging and Processing Workshops. Every attempt will be made to have at least two different work contracts operating in each workshop at all times to provide varied experiences.

5. Individual TMR student workers will be trained to:

    a. follow uncomplicated verbal instructions
    b. visually discriminate sizes, shapes, colors, etc.
    c. identify and use simple hand tools
    d. work for a minimum of two hours without leaving job
    e. work side by side in a single or group operations
    f. operate shop equipment such as heat sealer, shrink tunnel and taping machine.

PROJECT IMPLEMENTATION

The project provided trainable mentally retarded students with vocational training in apprenticeship workshop settings at four different locations. Students were trained in assembly and packaging by working at jobs contracted from outside private industry. Instruction was individualized to meet the specific student needs which were commensurate with the proficiency levels of each student. The older group received more shop time than the younger students, who devoted greater time to academic study.

Among student work activities were collating, packing, small assembly, heat sealing, and weighing of packaging as a completness control. Students demonstrated that they could follow simple instructions by working without constant supervision. They received paychecks according to the amount of work completed

and task difficulty. Job tasks were rotated in such a manner that different students could gain experience and competency at the different shop tasks. A job coordinator worked with the program to find part-time or full-time jobs for students. The job coordinator also instructed students on how to get to work by public transportation.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many TMR students were involved in the packaging and processing job training program this year?

Based on pro[illegible], the following were the numbers of students enrolled in each [illegible] at the four locations:

117 students
86 students
78 students
63 students

There were [illegible] enrolled in the workshops who were trained or engaged in assembly and packaging tasks.

2. What percentage of students trained in the workshops were placed in outside jobs this year?

The job coordinator interviewed students recommended to him by shop instructors and attempted to locate jobs for them. This year, with the onset of a maintenance strike and an increase in the minimum wage, the job coordinator placed five percent (16) of the students in jobs: seven in private industry and nine with the Neighborhood Youth Corps and the Federal Government. Students received preparatory counseling for job interviews including filling out job applications, personal grooming, and travel training. The job coordinator taught students how to get from their homes to the job and return using public transportation. Some students needed to take more than one bus or train, and were shown how to use a bus pass and the correct amount of money needed for each transaction. The job coordinator worked with shop and academic teachers as a resource person to help acquaint teachers and students with the needs of industry. The job coordinator also worked with the homes to get parental support

in order to facilitate student adjustment to jobs. After students were placed, the job coordinator maintained a follow-up to help students adjust to the job, keep the job, and he also served as a liaison between school and industry.

Lippincott Publishing Company hired six students to work in their shipping plant. Students received the same benefits as other employees, including raises and vacations. Students stated that the workshop training helped prepare them for their jobs, and that they enjoyed their work which they felt was easier than the workshop. The supervisory personnel at Lippincott were pleased with their work and stated that the students demonstrated that they could do more than supervisory personnel thought was possible for TMR students.

3. To what extent was there joint planning and cooperation between workshop personnel and related classroom teachers?

TMR Vocational Workshop students received academic training in subjects taught by academic teachers. Younger students received more academic training than older students who spend more time in the packaging and assembly workshop. Students received instruction in language arts, simple arithmetic, reading signs, personal habits, how to pay correct carfare and how to use public transportation. Shop instructors alerted teachers to problem areas that students demonstrated during workshop training. If a student was having problems such as counting or recognizing colors, which was basic to workshop task completion, the academic teacher was alerted to assist in improving student skills in such areas.

The regularity of joint planning varied from site to site. Some meetings were formal, others were not. Formalized faculty and department meetings were held from once a week to once a month. Informal meetings occured during joint prep periods, in discussions held in lunchrooms, and in classrooms between shop and academic teachers. Both shop and academic teachers stated that communication between both groups was essential for the performance of the TMR students involved in the program.

4. What types of work contracts were obtained from outside sources for each assembly and packaging workshops?

The project successfully obtained work contracts from five companies. These contracts provided a sufficient amount of work for all students that were able to perform the activities. These contracts provided students with training tasks and payments for work completed. Table 1 indicates the names of the participating companies from which contracts were obtained, the type of work needed for the contracts, and the amount of money each contractor paid to the program during the school year.

Table 1

Types of Contract Work Completed This Year and Total Payments Made by the Participating Companies

| Company | Types of Contract Work Done | Amount Paid to Project |
|---|---|---|
| J.B. Lippincott | Collating, assembling, shrink Wrapping, material handling, counting and bagging | 40,914.91 |
| Unique Industries | Assembling, counting and packaging of party favors | 6,976.26 |
| Bio-Marine | Assembling and packing plastic capsules of desiccant crystals | 1,187.52 |
| Simkar | Packaging under counter lighting fixtures, assembling lighting fixture jumper sets, and collating and assembling catalogues | 819.84 |
| Rohm and Haas | Bagging chemical samples, and preparing heavy duty chemical bags for packaging | 712.99 |
| Henry Mann, Inc. | Assembling and collating industrial catalogues | 189.60 |
| Total payments to project: | | 50,801.12 |

Money received from the contractors was used to pay the students for work completed during the school year; the excess was retained for purposes of supplies and additional equipment for the workshops.

ATTAINMENT OF OBJECTIVES

This year, the Operation of TMR Vocational Workshops achieved all objectives except a 10 percent placement goal. This objective was not achieved because of a maintenance strike at the onset of the project year, and an increase in the minimum wage which affected the hiring of TMR students. The program, however, continued to provide TMR students with a training program to equip them with packaging and assembly skills. Students completed contracted work tasks provided by cooperative outside industries and were paid for completed tasks. There were enough contracts so that each shop had several work orders in operation at any given time. Students were also taught how to follow simple directions, use various machines, discriminate colors, shapes and sizes, and identify and use simple hand tools.

CONCLUSIONS AND RECOMMENDATIONS

The workshop was able to train TMR students for jobs usually performed by people of "normal intelligence." The program provided training for TMR students to complete successfully work done in a regular packaging and assembly situation. Project personnel were successful in negotiating enough contracts to provide four workshops with enough tasks to have several projects operating simultaneously throughout the year.

PARA-PROFESSIONAL VOCATIONAL TRAINING SUPPORT SYSTEM FOR
MILDLY HANDICAPPED STUDENTS

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PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATION/S: Randolph and Swenson Vocational Skills Centers

NUMBER OF STUDENTS SERVED: 0

BUDGET: $ 160,077.00

PROPOSAL NUMBER: 76-8036

CATEGORY: Handicapped, Section 110A

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PROJECT DESCRIPTION

The project was to provide vocational shop teachers with paraprofessionals to assist in the individual instruction of handicapped students. These handicapped students were to be scheduled into regular vocational education programs modified to meet the needs of handicapped students. Approximately forty vocational shop teachers were to receive paraprofessional assistance on a half day basis.

PROJECT HISTORY

This was a new project which was funded for the 1977-1978 school year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To employ a special/vocational Training Coordinator to perform the following activities:
    a. Consult with up to 40 vocational shop teachers assisting them in adapting their instruction to meet the specific vocational needs of special students.
    b. Provide necessary instructional in-shop support and assistance to 20 paraprofessionals.
    c. Communicate with special education teachers in the sending schools to ensure the continuity and reinforcement of the vocational skills in the regular program and to assist in the carry-over of the learning of academic skills in the vocational shops.

2. To employ twenty paraprofessional employees who will function as vocational teacher aides to help individualize instruction for 200 to 300 mainstreamed mildly handicapped students. They will be assigned to assist forty vocational teachers on a half-day basis.

3. To teach a program of individualized prescriptive instruction in the vocational shops to ensure that each special education student leaves the program with the maximum skills development possible.

4. To provide appropriate mainstreaming educational and vocational programming in shop areas for up to 300 special education students in the least restrictive environment according to their special needs.

PROJECT IMPLEMENTATION

The project was funded but not implemented due to a freeze on hiring by the School District of Philadelphia.

# A PILOT PROGRAM TO EXPLORE FAMILY ROLES IN PARENTING EDUCATION

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION: **Benjamin Franklin High School**

NUMBER OF STUDENTS SERVED: 0

BUDGET: $ 28,866.30

PROPOSAL NUMBER: 91-8082

CATEGORY: Consumer and Homemaking, Section 150

## PROJECT DESCRIPTION

This project was to include a full-time Home Economics teacher providing instruction in such areas as family relationships, child care and development, home management and consumerism to inner-city youth. Such a program was designed to strengthen the home and thereby enhance the community by instructing male students in their duties and responsibilities as potential fathers.

## PROJECT HISTORY

The 1977-1978 school year was the first during which this project was scheduled to function.

## PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual who is a school age parent or a future parent.

2. To provide opportunities for the potential school age parent to share in homemaking and family living experiences, thereby encouraging the development of parenting skills for the improvement of home and family living.

3. To explore and utilize resources and agencies enabling students to become aware of alternative sources which provide help in seeking assistance and solutions to parenting and family problems.

## PROJECT IMPLEMENTATION

This project was especially impeded in its implementation due to funding

delays. Once approval was received, the administrative staff ran into additional difficulties caused by the freeze on the hiring of permanent instructional staff within the School District of Philadelphia. A Home Economics teacher, willing to work on a per diem substitute teacher basis, was finally secured, and she began her duties on April 3, 1978. The evaluator met with the staff member on June 7. During the previous two month period she had made two significant achievements. First, the teacher devised a 34 week course covering seven topics in parenting education. Secondly, in cooperation with the high school principal and roster chairman, she advertised the course and succeeded in getting 132 male students signed up for its September offering.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program?
2. What experiences in home-community skills were provided by the program?
3. Which resources and agencies were called upon that might enable potential parents to become aware of alternative sources which provide help in seeking solutions to family problems?

The late date on which this project was launched made its implementation in the classroom virtually impossible. Hence, evaluation questions one through three could not be answered.

4. What curriculum materials for this program were devised or collected by the staff member?

The teacher devised a 34 week course of study incorporating the following topics:

1. Orientation
2. Self-Awareness
3. Family Relations
4. Child Growth and Development
5. Nutrition - Health - Food Preparation
6. Consumer Education
7. Community Resources

A textbook has not been selected to date, but a vast quantity of supplementary materials on these topics has been obtained. The course will consist

of 10 classes of 15 students each, meeting once a week for a double period of instruction lasting one and a half hours per week.

ATTAINMENT OF OBJECTIVES

Since the stated objectives of this project related to actual classroom activities, and since the course was not offered because of time limitations, the outcome objectives were not attained. The process objective addressing those prerequisites necessary for launching such a course, namely the preparation of a course of study and the selection of students, however, was accomplished.

CONCLUSIONS AND RECOMMENDATIONS

With the completion of the course curriculum and the rostering of students, this course in parenting education can be initiated in the fall of 1978. During the forthcoming year an assessment can be made of the course's content and its value to the students it was designed to serve.

PROGRAM TO INTRODUCE AND DISSEMINATE THE HOME ECONOMICS CURRICULUM GUIDE AND VISUAL AIDS

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PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION/S: Widener Memorial School

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $ 39,151.00

PROPOSAL NUMBER: 91-8080

CATEGORY: Consumer and Homemaking, Section 150

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PROJECT DESCRIPTION

The purpose of this project was to introduce and distribute to the Home Economics teachers of the School District of Philadelphia a new curriculum guide that had been devised during the 1976-1977 school year. The guide covers a wide variety of competencies for students in grades 7 through 12 in the areas of consumer education, foods and nutrition, clothing and textiles, human development, and housing and home management.

PROJECT HISTORY

This project got underway during the second semester of the 1975-1976 school year. At that time a group of teachers, under the direction of the Home Economics Ad Hoc Advisory Committee, drew up a list of competencies in five areas of Home Economics for students enrolled in grades 7 through 12. During the 1976-1977 school year preliminary units or modules were devised, and extensively field-tested. On the basis of teacher recommendations and suggestions from the Home Economics staff, these units were completely revised. Originally it was anticipated that the guide would be ready for distribution in September, 1977. But another complete revision, coupled with difficulties in getting the finalized version printed, accounted for another series of delays.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To introduce through district staff development meetings completed curriculum materials to all home economics teachers.

2. To demonstrate the use of commercially prepared supplemental audio-visual materials.

3. To disseminate completed curriculum guides and commercially prepared supplemental audio-visual materials to the schools.

PROJECT IMPLEMENTATION

The final revision of the new curriculum guide was completed in late spring, 1978. Because of the numerous delays experienced by this project, the Home Economics staff decided that, instead of staff development meetings being conducted in all eight of the school districts that comprise the School District of Philadelphia, one meeting would be held for all of the teachers. This gathering took place on Saturday, June 24, 1978, and was observed by the evaluator.

EVALUATION PLAN: Questions Answered

1. How many Home Economics teachers attended the staff development meetings designed to introduce the new curriculum guides?

One hundred and fifteen teachers attended the June meeting conducted at Widener Memorial School. In addition, four members of the Home Economics administrative staff likewise participated in the various sessions that comprised the meeting.

2. In what activities did the participating teachers engage during the staff development meetings?

The June meeting commenced at 9 A.M. and concluded at 1 P.M. Following a general welcome by the Assistant Director (Home Economics), the participants divided into three groups. The largest, consisting of about 75 instructors, explored the concept of competencies, which forms the basis of the new curriculum guide. This group was made up of Home Economics teachers in grades 7 through 9. Approximately 25 teachers discussed the guide they will use with their grades 10 through 12 students. Like the larger group, it was emphasized to this contingent of teachers that a great deal of difference exists between

a curriculum guide and a curriculum plan. The need to experiment and adapt various lessons to different learning situations was especially stressed. Generally, teachers in both groups reacted favorably to the guide's contents. The third group of instructors numbered about 15, and was composed of food service and restaurant practice teachers from various area vocational and technical schools. A guide devised by the Commonwealth of Pennsylvania Department of Education was distributed and inspected. In discussing it, many of the instructors felt that the guide had merit, and units would be tried out when school got underway in September.

After a brief intermission, the teachers and administrative staff members reassembled in the school auditorium. A representative from the Child Abuse Prevention Effort (CAPE) spoke at length about the prevalence of child abuse in today's society and some options available to teachers as to how the situation may be improved. Copies of the curriculum guides that had been inspected by the teachers were then returned, and the meeting was concluded.

ATTAINMENT OF OBJECTIVES

This project did not materialize as envisioned in the project proposal. The plan to have meetings in each of the eight school districts had to be revised due to time limitations caused by delays in the printing of the curriculum guide. The thrust of the proposal objectives, i.e., introducing and discussing the guides, nonetheless, was accomplished at the one meeting.

CONCLUSIONS AND RECOMMENDATIONS

Current plans call for the distribution of the new curriculum guides to all Home Economics teachers in September, 1978. In view of the cost and effort that went into the creation of these materials, the administrative staff is urged to conduct staff development meetings during the 1978-1979 school year to assess teacher reactions to the guide after its introduction and use in the classroom. Such an assessment might suggest an overall satisfaction with the

guide, or the necessity of a future revision of the guide in accordance with objections and suggestions received from the instructional staff. Whatever the results of such in-service meetings, the need is apparent for some type of follow-up to determine teacher reaction to the new Home Economics curriculum guide.

## REMEDIATION FOR SUCCESS IN VOCATIONAL TRAINING

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Douglas Mahoney

LOCATION/S: Randolph Skills Center

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $52,751.00

PROPOSAL NUMBER: 88-8003

CATEGORY: Special Disadvantaged - Section 140

### PROJECT DESCRIPTION

The program was designed to provide individualized instruction in basic vocationally related mathematics and English to academically disadvantaged and potential dropout students. Students were to participate in a regular vocational program while receiving necessary English and mathematics instruction related to the shop or cluster area in which the students were placed.

### PROJECT HISTORY

The 1977-1978 school year was the first during which this project was scheduled to function.

### PROJECT IMPLEMENTATION

Due to a freeze on hiring of personnel necessary to implement this program, it was impossible to initiate this project during the 1977-78 school year, and project funds were subsequently returned.

SCHOOL EMPLOYMENT CO-OP HEALTH

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PROJECT AREA: Distributive Education and Business Education

**PERSON RESPONSIBLE FOR PROJECT: Mrs. Lucille Mitchell**

LOCATION/S: Randolph Skills Center, Swenson and the comprehensive high schools

NUMBER OF STUDENTS SERVED: 0

BUDGET: $ 24,249.00

PROPOSAL NUMBER: 80-8291

CATEGORY: Secondary Vocational Programs, Section 120

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**PROJECT DESCRIPTION**

The project was to provide students, who were specifically trained for health occupations, an opportunity to obtain paid work experiences under school supervision. Students were to receive on-the-job training as well as paid work experience in a job related to their career choice.

PROJECT HISTORY

This was to have been the first year in which this project was to have been implemented.

PROJECT IMPLEMENTATION

Due to a freeze on hiring of personnel necessary to implement this program, it was considered inappropriate to fund this project during the 1977-78 school year.

SECOND SHIFT VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED/UNEMPLOYED YOUTH

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PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Douglas Mahoney

LOCATIONS: Mastbaum Area Vocational Technical School and Randolph Skills Center

NUMBER OF STUDENTS SERVED: 184

BUDGET: $ 199,156.00

PROPOSAL NUMBER: 88-8004

CATEGORY: Special Disadvantaged, Section 140

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PROJECT DESCRIPTION

This program was designed to provide vocational training to a minimum of 300 out-of-school, unemployed youths, between the ages of 16 and 21. Instruction was offered in the areas of auto mechanics, carpentry, electricity, electronics, machine maintenance, metals and welding, power mechanics, typing and clerical, auto body, plumbing, graphics, baking, and masonry. Originally in the program classes were being offered at both facilities four times per week. By the conclusion of the program classes were provided on a twice a week basis.

PROJECT HISTORY

The 1977-1978 school year was the first school year during which this project functioned. Due to delays in funding, however, it was not initiated until January, 1978.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide entry-level job training to at least 300 unemployed youths, aged 16-21.
2. Of 300 student participants, at least 75% will successfully complete their vocational training programs.
3. Of those students who successfully complete their training program, at least 75% will obtain positions of employment within 6 months of their completion of the program.

PROJECT IMPLEMENTATION

During the second semester of the current school year, five observations were conducted of the project functioning at its two sites. These observations included visiting all the classrooms where instruction was provided, as well as discussing the program with school administrators, teachers, and students. In general, the facilities at both schools were deemed satisfactory by the personnel. In all cases students were taught after school by members of the day-time faculty. Pupils appeared interested in the instruction being provided which - because the students were able to enroll in the program at any time - was totally individualized in nature. The administrative staffs at both Mastbaum and Randolph expended a great deal of effort to recruit unemployed youths for this program, but its enrollment never reached its targeted figure of 300.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many youths received vocational training as a result of their participation in the project?

The total enrollment at both facilities was 184 students. Class attendance, however, was sporadic. During the three observations made at Randolph Skills Center, for instance, of the 86 pupils on roll, 25 were in attendance on the first visit, 13 on the second, and 6 on the third. Of the four classrooms visited during the first observation at Mastbaum AVTS, 43 of the 56 students on roll in these classes were counted. The remaining four classes being offered were observed a month later in late April, with 18 of the 42 enrollees in these classes in attendance.

2. In what vocational subjects was training provided?

The following courses were offered at the Randolph Skills Center: auto body, plumbing, graphics, welding, auto mechanics, baking, carpentry, masonry, and electricity. Mastbaum AVTS's selection of classes included auto mechanics,

carpentry, electricity, electronics, machine maintenance, metals and welding, power mechanics, and typing and clerical.

3. What were the reactions of the personnel and students to the project?

Conversations with administrative personnel at both Randolph and Mastbaum were characterized by an ever increasing degree of frustration as the school year progressed. Both staffs made use of radio commercials and leaflets in an effort to attract more students to the program. The enrollment did not appreciably increase, and the attendance continued to decline.

This project's lack of students participation appeared to stem from a variety of causes in the opinion of those familiar with it. Although project objectives had merit, the administrative staffs found it difficult to enroll pupils strictly within the age limits of 16 to 21 who were out-of-school and unemployed. Although the number of such individuals might be great, the number interested in returning to the classroom for training on a regular basis appeared limited. Another drawback of the project was felt to have been its functioning between 3:15 and 6:15 P.M. Later evening hours might have been more useful to those students marginally or part-time employed during the daytime hours. Finally, low attendance generated the rumor that the project's future was in doubt and it might be discontinued at an early date. This supposition was believed to have caused an even further decline in attendance. Those students participating in the project, nonetheless, who were informally interviewed expressed the hope that the project would be maintained. Like their teachers, they felt that they were learning a great deal that would increase their opportunities for future employment.

ATTAINMENT OF OBJECTIVES

The objectives of this project were not attained. Of the 300 students slated for enrollment in the project, a total of 184 were on roll at the Randolph Skills Center and Mastbaum Area Vocational Technical School. Records

of employment resulting from participation in this project were not maintained. Administrators at both facilities, however, estimated that nine students enrolled at Randolph and fifteen to twenty at Mastbaum received employment. It could not be determined, however, whether such employment was the result of the students' mastery of new or improved skills acquired as a result of their participation in this project, or was the result of circumstances in no way related to the project.

CONCLUSIONS AND RECOMMENDATIONS

In view of the difficulties encountered by this project, project management appears justified in its decision not to seek re-funding of this program for the forthcoming school year of 1978-1979. Perhaps at some future date a program for unemployed youth, available to students beyond the age of 21 and conducted in the evenings, can be funded with better prospects of attaining success.

## VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT (VEIS)

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Clayton T. Lotharp

LOCATION/S: John F. Kennedy Center

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $84,949.00

PROPOSAL NUMBER: 80-8291

CATEGORY: Secondary Vocational Programs, Section 120

### PROJECT DESCRIPTION

This project provided assistance in the direct implementation of vocational education programs for all vocational education students, and especially those who required special help to succeed in a regular vocational education program. The program worked in conjunction with teachers and administrators in the preparation of alternative instructional materials. The Vocational Education Instructional Support program gathered, reviewed and catalogued previously developed, audio/visual programs and materials devised with federal and local funds in such a manner that they could be available to teachers of disadvantaged students. Such instructional aides as charts, graphs, transparencies, films, photography, audio/visual aids and equipment, as well as services such as printing, duplicating, and recording of instructional materials were provided by VEIS. Materials were modified so that already existing materials could be better suited to meet the needs of all students. VEIS then systematically distributed materials to vocational schools, comprehensive high schools, and the Vocational Education Staff.

### PROJECT HISTORY

This was the fourth year of operation for this project. The evaluation report for the first year stated that the Vocational Education Instructional

Support Program, previously referred to as the Vocational Education Media Center, provided services on 200 separate occasions and met the requirements of the majority of those requesting service. In the second year of operation 215 requests were received for professional services, representing a larger population than the first year of operation. Also, a newsletter, CADRE, was published to facilitate dissemination of vocational information. In the third year of operation the program continued to respond to requests made by vocational education personnel for educational materials designed for students in need of special assistance. The program serviced over four times as many requests than it had in the previous year. CADRE, the career education newsletter, was also distributed.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide assistance for the direct implementation of Vocational Educational materials so that a minimum of 10,254 students will benefit.

2. To gather, review and catalog previously developed audio/visual programs developed with federal and local funds for use by students in need of these materials.

3. To gather and replicate individualized Vocational Education materials to be used by vocational students.

4. Students who have utilized project supplied materials will demonstrate increased knowledge and skills as determined by the professional instructor.

PROJECT IMPLEMENTATION

The Vocational Education Instructional Support (VEIS) engaged in previewing instructional programs and materials from commercial educational suppliers and recommended those suitable for student usage. Some materials were purchased by the project. (Others deemed suitable for student usage, nonetheless, were catalogued.) The materials purchased were reviewed, modified, catalogued, and distributed throughout the vocational community. Special programs for alternative instruction were prepared upon request for direct implementation with students who needed special help in order to succeed in a regular vocational education program and

meet the local as well as the national "Labor Demands." Also distributed were specially prepared signs, charts, filmstrips, slides, photography, posters, overhead transparencies, and other materials in addition or related to the specially prepared catalogued materials. These special instructional materials were provided to service the many requests made by vocational teachers and administrators.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What percent of Vocational Education Instructional Support staff time was spent providing each of the following support services: developing audio-visual materials; cataloging and reviewing audio-visual programs; and selecting and distributing vocational education materials?

The Vocational Education Instructional Support program divided its personnel into different units which worked full time to cover each of the above areas of support services. Therefore each support area provided service 100 percent of the time. When a request was received by VEIS, the director assigned the order to the appropriate unit which assumed responsibility for the order until its completion. The unit then reviewed the order. If more than one unit was needed, the unit responsible then coordinated the work effort and the completed work was returned to the responsible unit for approval. Final approval was given by the director before final dissemination. It was through the combined efforts of each staff units' work efforts in their own areas, or work done in conjunction with other units through coordinated efforts, that the staff was able to service the many requests in all the project areas.

2. What methods did the VEIS utilize to disseminate vocational and career education information to administrators and teachers?

After materials were developed, catalogued, and revised, they were distributed throughout the vocational education community. VEIS disseminated information through the Pony Express system of the School District of Philadelphia, United States Mail, and the courier service (VEIS). VEIS personnel also went into school classrooms to assist teachers. In addition four manuals and catalogues

were distributed which provided information concerning available services (commercial and non-commercial services) offered by VEIS, as well as information concerning other programs within the School District of Philadelphia.

3. What number of students were exposed to Vocational Education materials?

A total of 32,600 students were benefited through the different services rendered by the Vocational Education Instructional Support program. VEIS provided its services to the other programs within the vocational community in response to the many service requests placed upon the project.

4. What services were performed by the Vocational Education Instructional Support?

Services were provided in the following areas: art work, printing and duplication, audio-visual, writing, and curriculum materials. Table I represents the quantity and different types of service provided by VEIS.

Requests for service forms were submitted to the Vocational Education Instructional Support from numerous departments and projects. These forms outlined the specific services required. Some required continuous service while others were single requests terminated upon completion.

Table 1

Professional Services Provided by the Vocational Education Instructional Support

| Artwork | Number of Requests |
|---|---|
| PIVOT Work Stations | 80 |
| Artwork for Stations (Mobile Lab) | 45 |
| PIVOT Art | 40 |
| Business Education Art | 35 |
| Posters | 35 |
| Slide Art | 35 |
| Paste Up and Layout | 30 |
| Signs | 28 |
| Lettering | 25 |
| Flyer | 23 |
| Charts | 20 |
| Mannual Covers | 10 |
| Forms | 6 |
| Certificates EBCE | 4 |
| Letter Head and Envelopes | 2 |
| Logos | 2 |
| Artwork for EBCE Student Handbook | 1 |
| Bulletin Board Design | 1 |
| Edison Project Title | 1 |
| Home Economics Logos | 1 |
| Name Plates | 1 |
| Sexism Illustration | 1 |
| Total | 423 |

| Printing & Duplication | Number of Requests |
|---|---|
| Xerox | 200 |
| Typing | 150 |
| Press Type | 75 |
| Business Cards | 50 |
| Miscellaneous | 50 |
| Booklets-Brochures | 25 |
| Duplicating (Blue Ray) | 6 |
| Addressograph | 1 |
| Total | 557 |

| Audio Visual | Number of Requests |
|---|---|
| Transparencies | 145 |
| Photographic Coverage of Events | 72 |
| Title Slides | 35 |
| Slide/Duplication | 33 |
| Copywork | 30 |
| Tape Duplication | 15 |
| Video Tape Programs | 4 |
| Narration | Continuous |
| Total | 334 |

| Curriculums Materials | Number of Requests |
|---|---|
| Flip Charts | 5 |
| Maps | 1 |
| Program Development | Continous |
| Total | 6 |

| Writing | Number of Requests |
|---|---|
| Articles | 12 |
| News Letter | 1 |
| Total | 13 |

| Miscellaneous | Number of Requests |
|---|---|
| Business Education Art | 35 |
| Bulletin Board Design | 1 |
| Total | 36 |

Grand Total 1336

This year the Vocational Education Instructional Support handled 1,336 professional services requests: three times as many professional services requests as handled in the previous year. In addition to service requests, the project reviewed, assessed, revised, updated and catalogued instructional materials developed by commercial and other outside agencies.

ATTAINMENT OF OBJECTIVES

The Vocational Education Instructional Support program attained all of its objectives. The program previewed, revised, catalogued, and disseminated vocational materials in order to assist students with special needs to succeed in regular vocational programs. The project received an increased number of service requests from more student programs and educators who found increasing needs for materials prepared by VEIS.

CONCLUSIONS AND RECOMMENDATIONS

The Vocational Education Instructional Support successfully completed its objectives. No recommendations are in order at this time.

WORD PROCESSING LABORATORY FOR POTENTIAL DROPOUTS

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PROJECT AREA: Business Education

PERSON RESPONSIBLE FOR PROJECT: Mr. Alec Washco

**LOCATION/S:** Frankford, Franklin Learning Center, Overbrook, University City

NUMBER OF STUDENTS SERVED: 270

BUDGET: $ 86,253.00

PROPOSAL NUMBER: 88-8008

CATEGORY: Subpart 4, Special Disadvantaged

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PROJECT DESCRIPTION

This program was designed to provide instruction in typing skills, transcribing skills, language skills, and the use of automated magnetic media input/output equipment to dropouts and potential dropouts who have been identified as academically disadvantaged. By utilizing the latest technological advances in automated, magnetic tape equipment, the concept of word processing has been advanced to increase productivity and facilitate revisions and corrections. This program was designed to meet the needs of that new job category which, concomitantly, created a new and increasing demand for qualified personnel. Because disadvantaged students seeking employment must possess communication skills which existing school programs have not developed, a specialized program of individualized instruction was designed to improve such students' language skills and to upgrade their operation of transcribing machines to a job entry level or above.

PROJECT HISTORY

The Word Processing project was initiated during the latter half of the 1973-74 school year. During that time various materials were pilot-tested in Word Processing laboratories located in two high schools. During subsequent

years, the project was expanded to include several additional schools, and has been operating successfully where equipment and software have been installed. During the current school year, this project has been introduced in four high schools, especially selected because of the large numbers of disadvantaged youth who attended these schools.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Given an office situational problem which requires a decision involving work habits, the student will be able to demonstrate his ability to solve the problem by using vocationally acceptable work habits.
2. Given a written examination incorporating the following skills: proofreading, grammar, spelling and punctuation, the student will attain a score comparable to that needed to pass an entry-level examination for employment.
3. Given a five-minute straight copy typing test, the student will type 35 or more net words a minute with an error limit of 3.
4. Given dictated materials in cassette form, a transcribing unit, and an electric typewriter, the student will demonstrate his/her ability to produce a finished product acceptable by business standards.
5. Given a magnetic media console and rough draft material students will be able to use their transcribing skills to produce a finished product acceptable by business standards.

PROJECT IMPLEMENTATION

Because of extremely late funding, the equipment necessary to implement the program was not able to be submitted for bid until April. In addition, while the instructional materials had already been developed, funds for their duplication and distribution were unavailable until the same late date. It should also be noted that the program was unable to function as planned without the presence of both the equipment and software because the software was housed

in instructional cassettes and could not be utilized independently of the equipment. Consequently, while it can be said that the program is ready for full implementation at the start of the 1978-79 school year, no direct assistance to students was accomplished during the current funding year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Were the specified renovations made and hardware installed at each of the schools specified?

Specified renovations were made, hardware installed and software was duplicated by the end of the school year. However, these took place very late in the spring, and no activities involving students were able to take place as planned.

2. Did each of the students assigned to the program meet the specific criteria which had been established for Subpart 4, Special Disadvantaged funds?

3. How many units were completed by each student who participated in the program?

4. What proportion of students in each class met the minimum skill of objectives listed in the proposal?

Because of the fact that this project did not get underway, beyond making the necessary changes in classrooms and duplicating the cassettes for individual student use, no student-related objectives were met, and therefore no questions related to instruction were possible to answer

ATTAINMENT OF OBJECTIVES

None of the objectives can be said to have been attained since they were based upon instruction which did not take place during this funding period. However, all of the necessary preparation for the program has been accomplished, and it is anticipated that the program will be implemented as planned in September.

CONCLUSIONS AND RECOMMENDATIONS

In view of the fact that purchase of equipment and duplication of software for this project has been accomplished, it is anticipated that the program will

be instituted in September as planned. When students have begun to utilize these cassettes an evaluation of program effectiveness can be made as planned.

## WORK ACTIVITY CENTERS FOR S.P.I. STUDENTS

PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Mr. John Lewis

LOCATION/S: J.E. Hill and one other unspecified location

NUMBER OF STUDENTS SERVED: N/A

BUDGET: $56,032.00

PROPOSAL NUMBER: 76-8034

CATEGORY: Handicapped, Section 110A

### PROJECT DESCRIPTION

The project was designed to fill the vocational needs of severely and profoundly impaired students from 16-21 years of age. Students were to learn complex industrial tasks designed for severely retarded pupils, along with individualized training to meet the specific training needs of each pupil.

### PROJECT HISTORY

This is a new project which is in its first year of funding for the 1977-78 school year.

### PROJECT IMPLEMENTATION

Implementation of this project was contingent upon renovations to facilities in order to accommodate a work activity center. These renovations, while funded from another source, were not completed during the time period necessary to implement this project. Therefore the funds allocated to implement this program were returned for use during the 1978-79 school year and the project has been resubmitted for approval during the 1978-79 school year.

WORK STUDY

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PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Mr. James Barner

LOCATION/S: Saul, Mastbaum, Edison, Carroll, Boone, Dobbins, Logan, Catto, Widener, Willis and Elizabeth Martin

NUMBER OF STUDENTS SERVED: 76

BUDGET: $ 37,683.00

PROPOSAL NUMBER: 80-8291

CATEGORY: Secondary Vocational Programs, Section 120

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PROJECT DESCRIPTION

The program served students who were unemployed, full-time vocational education students, and attended the Area Vocational Technical high schools in the City of Philadelphia. Students were selected for this program according to the Department of Labor's guidelines for poverty level. Students were to have demonstrated the ability to succeed in vocational education, but might be identified as potential dropouts because of financial need. The program was designed to place unemployed full-time vocational education or special center students in part-time jobs directly related to their vocational education program. Job coordinators located jobs and assumed the responsibility for the appropriate placement of students. The coordinators worked closely with school counselors and provided needed job orientation and supervision for the enrollees. Students were not permitted to work more than 15 hours per week while attending school and were not to earn more than $60.00 per month from the work study program. The program was designed for the student who would probably become a dropout. The major emphasis of the program was to develop within students an incentive to remain in school. This was fostered through intensive counseling, remedial education,

and the work experience components. In addition, the program was designed to promote a smooth transition into full-time work experiences upon completion of school. Students were placed in part-time work experiences in various public agencies in the City of Philadelphia. Students received occupational skills development, and monetary compensation in order to increase their incentive to stay in school.

PROJECT HISTORY

During the first year of operation, September 1, 1975 to January 23, 1976, the project was scheduled to function for the entire school year, with funds to be allocated in two separate installments. The second of the two funding installments, however, was never received, and the program was terminated on January 20, 1976, at the end of the fifth month of operation. Consequently, the number of students able to benefit from the project was reduced from a projected 310 to 85. From January 28, 1976 to the end of the 1975-76 school year, the remaining students were transferred to the Neighborhood Youth Corps programs. Last year (1976-1977) the project completed a full year of operation in five schools serving 101 students. Students received on-the-job training while earning money to help them stay in school, in order to develop positive work incentives for future employment.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide financial assistance for needy students to enable them to continue their education.
2. To place students enrolled in the program in work experiences directly related to the vocational curricula they are taking in school.
3. To provide job training which will increase the students' vocational competence and employability.
4. To develop jobs for students in non-profit public agencies.

PROJECT IMPLEMENTATION

This year the program was implemented at four schools: Saul, Edison

Mastbaum, and Boone. The program's main emphasis was to motivate possible dropout students to develop incentives to stay in school, along with finding part-time employment for them. The job coordinators worked with community groups to develop part-time entry level jobs for students. Then students were placed according to their vocational training. Students received on-the-job counseling, job experience, and incentives to stay in school. When students were asked questions concerning their jobs they stated that they liked their work and the program. Supervisors (employers) also stated that they were also satisfied with the work students were doing.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the work study program?

Project records revealed that a total of 76 students participated in the project. Table 1 shows the number of students at each school involved in the program, and the number of students placed on jobs by the job coordinators.

Table 1

Number of Students Participating in the Program and Placed on Jobs by Job Coordinators

| School | Number of Students Placed | Number of Students in Program |
|---|---|---|
| Boone | 27 | 27 |
| Edison | 26 | 26 |
| Mastbaum | 17 | 17 |
| Saul | 6 | 6 |
| Total | 76 | 76 |

2. How many students were placed on jobs by the job coordinator?

Project records revealed that a total of 76 students had been placed on jobs by the job coordinators. See Table 1 for the number of students placed

for each school.

3. Did the majority of jobs secured for students relate to their vocational program at school?

After reviewing job placement records to determine the percentage of students placed in jobs with major emphasis placed on their vocational training, it was found that 83 percent of the students were placed in jobs which utilized their vocational training. Table 2 shows the percentage of jobs related to students vocational training for each school in the program.

Table 2

Percentage of Students Placed in Jobs Emphasizing Students' Vocational Training

| School | Percentage of Related Jobs |
|---|---|
| Saul | 50% |
| Edison | 100 |
| Mastbaum | 59 |
| Boone | 100 |
| Overall Percentage | 83% |

4. How many hours did participating students work each week?

Upon review of time attendance reports it was found that students worked between 7.5 to 9.5 hours per week. Table 3 shows the average number of student work hours per week for each school in the program.

Table 3

Average Number of Hours Students Worked Per Week

| School | Average Hours Per Week |
|---|---|
| Saul | 9 |
| Edison | 9.5 |
| Mastbaum | 8 |
| Boone | 7.5 |

5. What types of occupational experiences did participating students engage in?

Students participated in the following types of jobs: electrical, clerical, custodial, carpentry, commercial, agriculture, teaching, food service, librarian, laundry, and other jobs. Table 4 lists the types of job assignments in which students participated.

Table 4

Types of Job Assignments

| | Schools | | | | | |
|---|---|---|---|---|---|---|
| Type | Boone | Carroll | Edison | Mastbaum | Saul | Total |
| Electrical | | | 20 | | | 20 |
| Clerical | | | 2 | 13 | 4 | 17 |
| Custodial | 3 | | | 4 | 3 | 10 |
| Carpentry | | | 7 | | | 7 |
| Commercial | | | | 2 | 4 | 6 |
| Agriculture | | | | | 5 | |
| Teaching | | | | 3 | | 3 |
| Food Service | 2 | | | | | 2 |
| Librarian | | | | 2 | | 2 |
| Laundry | | | | 1 | | 1 |
| Other | 1 | | | 1 | 1 | 3 |
| Total | 6 | | 27 | 26 | 17 | 76 |

ATTAINMENT OF OBJECTIVES

All objectives were met. All 76 students enrolled in the project were placed on part-time entry level jobs. Of these 76 students, 83 percent of them were placed on jobs emphasizing their vocational training. Students received financial assistance through the pay they received working on the jobs. Students received job training on the job in order to facilitate future employment. Job coordinators worked with public agencies in order to develop entry level part-time jobs for training and further assist students in obtaining full-time employment.

CONCLUSIONS AND RECOMENDATIONS

The program provided students with part-time positions in various public agencies throughout the City of Philadelphia, directly related to their vocational training. Students received on-the-job training while earning money. All students were placed in part-time jobs. This year 83 percent of the students were placed in jobs related to their vocational training, which was 20 percent more than the previous year's placement.

The Work Study project continued to engage students in an apprenticeship program to acquire vocational and personal skills for future employment. Students received personal assistance and attention to facilitate their transition into full-time employment upon completion of school.